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ABSTRACT

This paper provides the framework for the kindergarten through grade 12 study of English Language Arts in Alabama's public schools. Content standards in this document define the minimum requirements. Content standards are aligned with applicable assessments at each grade level including writing assessments, Alabama High School Graduation Exam, and norm-referenced tests. The conceptual framework of the language arts curriculum is explained. Four appendixes contain the following: student checklists for composing and revising; student checklists for editing; examples of authors and titles for a local reading list; Alabama high school graduation requirements; and guidelines and suggestions for local time requirements and homework. (Contains 13 references and a glossary of 69 terms.) (PM)

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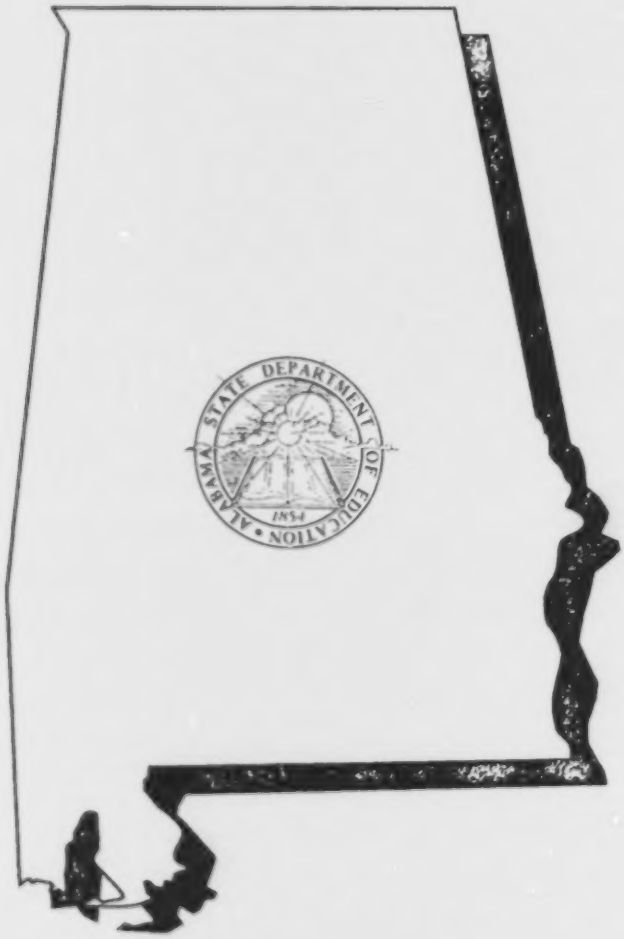
Alabama Course of Study

ENGLISH LANGUAGE ARTS



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Bulletin 1999, No. 17

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CS 511 142

STATE SUPERINTENDENT OF EDUCATION'S MESSAGE

The *Alabama Course of Study: English Language Arts* (Bulletin 1999, No. 17) presents a sound curriculum that will prepare students for the language and reading demands of the future in both the workplace and postsecondary education. Local system teachers and administrators will find here a challenging set of standards for students to meet before the end of each grade level. I encourage each system to develop local curriculum guides that take these statements of what students need to know and be able to do and add local decisions regarding how you will help students to meet these standards and perhaps go beyond them.

Local system leadership, school leadership, and effective classroom instruction will be the keys to students' success. Important local decisions include **how** students will accomplish these standards, in what **sequence** teachers will address them, and **how much time** will be given to the various components. These decisions are as significant as the identification of **what** students need to know and be able to do.

I heartily approve of the curriculum goals for students: to comprehend effectively and to express themselves clearly. I believe this curriculum provides an appropriate emphasis on reading and writing without ignoring other important language skills. The content of this curriculum is important within itself, but it is apparent to most of us that the skills students develop in their English language arts classes also will have a significant impact on their learning in other curriculum areas.

ED RICHARDSON
State Superintendent of Education

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Alabama Course of Study: English Language Arts

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PREFACE

The *Alabama Course of Study: English Language Arts* (Bulletin 1999, No. 17) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document define the minimum requirements (Ala. Code §16-35-4). They are fundamental and specific but not exhaustive. Content standards are aligned with applicable assessments at each grade level including writing assessments, Alabama High School Graduation Exam, and norm-referenced tests. When developing local curriculum, school systems may include additional content standards to reflect local philosophies and add implementation guidelines, resources, and/or activities.

The 1998-99 English Language Arts Course of Study Committee made extensive use of the following documents in developing the minimum required content: *Alabama Course of Study: English Language Arts* (Bulletin 1993, No. 37), *Standards for the English Language Arts* published by the National Council of Teachers of English and the International Reading Association, and the Alabama High School Graduation Exam Standards and Objectives.

In addition, committee members read articles in professional journals and magazines, reviewed similar documents from other states, examined national evaluations of state standards, and considered objectives of the *Stanford Achievement Test, Ninth Edition*. The Committee attended state and national conferences, listened to and read suggestions from interested individuals and groups throughout Alabama, and discussed each issue and standard among themselves. Finally the Committee reached consensus that the standards contained herein provide a sound English language arts curriculum for Alabama's students.

ACKNOWLEDGMENTS

This document was developed by the 1998-99 English Language Arts State Course of Study Committee composed of early childhood, intermediate, middle school, high school, and college educators appointed by the State Board of Education and business and professional persons appointed by the Governor (Ala. Code §16-35-1). The Committee began work in May 1998, and the State Board approved this document at its February 1999 meeting.

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Alabama's K - 12 English Language Arts Curriculum
An Introduction

Language, the primary means of communicating and working together, is central to human endeavor. The importance of language for personal, academic, and marketplace success cannot be overstated. Proficiency in language use is best attained within language-rich, print-rich, literature-rich environments where experimentation with language is appreciated and promoted by encouraging students' best efforts. The challenges of an ever-changing society require a strong foundation for lifelong learning. As students move into the new century, they face economic complexities and career changes that demand continuous building of personal relationships and rapid changes in communication.

This curriculum is built upon two goals for students: to comprehend effectively what they read, hear, and view and to express their ideas clearly in writing, speaking, and visual presentations. To achieve these goals, emphasis is placed on comprehending and expressing meaning through the strands of reading, listening, viewing, writing, speaking, and presenting. A range of reading skills is needed for comprehension of recreational, functional, and textual materials. Literature from various cultures and periods provides a rich foundation for developing this range of skills from basic print awareness to literary analysis. Standards for writing include communicating with readers as well as mastering the conventions of language. In the twenty-first century, the dynamics among listening, viewing, speaking, and presenting become increasingly important in the classroom and in society. The students' use of available technology to create effective presentations, for example, becomes a vital component of language arts. The format and organization of this document indicate some of the connections among these language components.

These curriculum standards are inclusive enough to enable teachers to nurture students' creative and critical thinking. Variety in classroom strategies and in procedures for instruction is vitally important in addressing the individual learning styles of students. Through diverse assessment strategies, such as projects, observational notes, teacher-made tests, standardized tests, portfolios, logs, journals, interviews, and videotapes, student progress can be adequately and continuously assessed and monitored.

As students in the primary grades engage in a variety of language experiences, they become aware of the connections among oral language, reading, and writing. Research and practice indicate that both phonemic and print awareness are essential in learning to read. While competent decoding is a necessary skill for good reading, the two most important activities for developing reading comprehension are gaining background knowledge and reading extensively. Both systematic reading instruction and enjoyment of literature are significant components of oral and written language skills development. A strong foundation in the early grades enables all students to continue to learn throughout school and life.

If Alabama is to meet the challenges of the future, all students must attain literacy. Achieving a high level of literacy must be a priority for all Alabama citizens. Success requires a united effort on the part of students, parents, teachers, administrators, and communities.

Alabama's K - 12 English Language Arts Curriculum
The Conceptual Framework

The graphic depiction on page 3 illustrates an overview of the content and organization of this document. It represents the conceptual framework of Alabama's K-12 English language arts curriculum. Meaning is the focus of the study of language. This study should expand students' capacity for comprehending and expressing meaning. The content of the curriculum is based on two major goals for students: to comprehend meaning and to express meaning effectively. The strands of comprehension are reading, listening, and viewing. The strands of expression are writing, speaking, and presenting. People typically activate the comprehension strands to understand the communications of others, just as they engage the expressive strands to share their own ideas.

Comprehension and *expression* are intended to be read with broad interpretation and include a multitude of processes. Comprehension is intended to include critical-thinking processes such as analysis, synthesis, and interpretation. Expression includes composition, speech, and presentation skills such as the use of computer graphics and participation in dramatic productions. For both comprehension and expression, three important parts of instruction are enabling students to connect learning to prior knowledge, teaching them to think about their own thinking, and helping them to acquire strategies for learning in new situations.

The four traditional language arts strands of listening, speaking, reading, and writing remain central to the study of language; however, they do not cover all aspects of language study needed for the twenty-first century. Considering technological advances, students must prepare to be effective and responsible in their interaction with technology as consumers and producers. The need for comprehension and presentation skills related to technology, coupled with the traditional components of drama and speech, calls for the inclusion of two additional strands: viewing and presenting. These strands refer to the world of language communication that involves visual presentations such as documentaries, news magazines, drama, multimedia presentations, and computer graphics.

Strand Definitions

Reading: This strand includes the wide range of processes from the early recognition that letters and combinations of letters represent sounds to the synthesis or evaluation involved in literary analysis. It also represents the complex process of gaining or making meaning from text that includes phonetic and structural analysis, prior knowledge, application and knowledge of syntax, semantics, visual cues, and context clues.

Listening: This strand represents the complex process that includes giving attention by looking at a speaker and noting word choice, organization, and tone. Active listening also includes actions that affect the speaker such as nodding in response.

Viewing: This strand directly relates to computer technology, theatre, or film and involves the combination of visual representation with words. The process of viewing focuses on making personal meaning from multi-sensory presentations including videos, theatre, displays, and computer-generated messages with graphics.

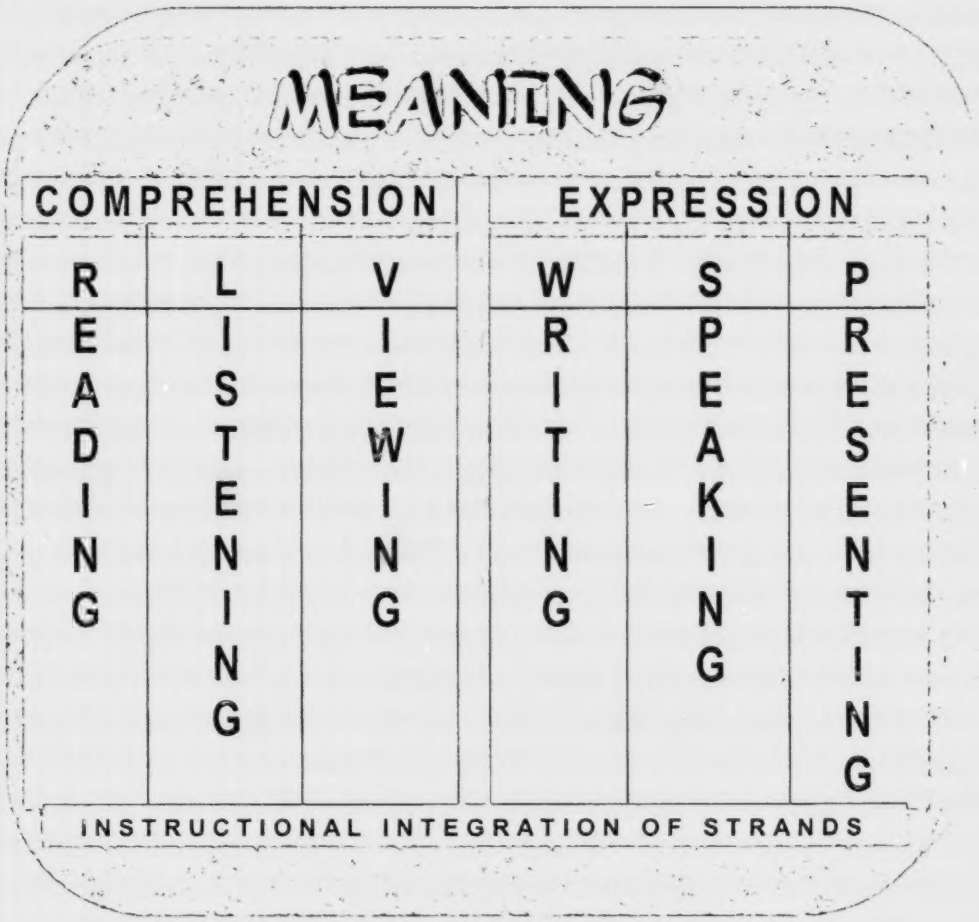
Writing: This strand represents the act of graphically recording language with pen or pencil, word processors, or braillers. Recording includes various stages involved in producing written expression such as planning, drafting, revising, and editing.

Speaking: This strand focuses on oral expressions that include formal speeches, debates, and interpersonal communication between and among individuals.

Presenting: This language arts strand integrates other disciplines, especially visual arts, with oral and/or written language. Integrative presentations include computer-generated messages with graphics, multimedia presentations, drama, film, and the combination of visual arts with formal speeches.

Generally, reading comprehension standards are presented first, followed by listening and viewing comprehension standards and those that simultaneously address expression. Written expression standards then precede speaking and presenting expression standards. Strands are frequently combined in these standards and are integrated in instruction. This is graphically represented by the band that connects the strands shown at the bottom of the graphic.

Conceptual Framework of the English Language Arts Content



Position Statements

Amount of Reading

The evidence is abundantly clear that nothing helps students expand reading ability more than quantity of reading. Frequent reading brings students into regular contact with new words, new sentence structures, new paragraph and story structures, and new ideas and styles. Furthermore, frequent reading eventually develops the habit of regular reading that will serve students well throughout life.

For students to develop the habit of daily reading, they must have opportunities to choose books and other reading materials of interest to them and at a comfortable readability level. This is what is referred to in this document as self-selected independent reading. This reading does not replace the classroom study of more challenging reading material at students' instructional levels such as anthologized plays, short stories, and poems. Substantial amounts of time should be spent providing instruction in comprehension strategies using materials at students' instructional levels.

Local systems, schools, and classroom teachers must realize that students are not likely to meet this document's reading standards and those that combine reading with other strands in each grade unless careful attention is given to all aspects of a reading program. Components that should be addressed in each local system include:

- Establishment of local standards regarding amount of time spent reading both in and out of class and/or number of stories and books read independently,
- Establishment of local expectations regarding a variety of instructional methods in order to reach all students,
- Development of local lists to guide a part of students' independent reading by using a carefully planned procedure such as the one included in Appendix B,
- Emphasis on self-selection for much of students' independent reading,
- Provision of instruction in the reading of literature as well as textual and functional materials, and
- Emphasis on our literary heritage through instructional materials such as literature anthologies in the middle and high school grades.

Properly addressing these components of a reading program ensures that students will read frequently, broadly, and thoughtfully.

Frequency, Purposes, and Value of Writing

Frequent assignments and opportunities for students to do some kind of writing are important. These writing assignments and opportunities should be of many kinds varying in nature, length, complexity, and purpose. Some writing will be responses to literature; others will be expressions of feelings about current events. Some writing is commonly referred to as creative writing such as poems, short stories, and personal essays; some will be more structured writing such as expository essays. Other writing experiences should be shorter and sometimes simply prewriting preparation for a longer composition, speech, or presentation. Teachers should provide students with models of a variety of aspects of writing such as organizational patterns, word choice, sentence structure, and use of literary devices.

Some writing should simply be an opportunity for students and teachers in each curriculum content area to see if understanding is clear. Teachers should sometimes collaborate on assignments among subject areas so that, for example, students write in language arts classes about a social studies topic, and they have many opportunities to write in all content classes.

The connections between reading and writing that are obvious to teachers should become clearer for students through their writing experiences. These connections are many but include writing to express opinions and feelings about students' reading, use of recognized authors as models as students are developing their own styles, reading their own writings to classmates, reading of peer writing, and knowing that frequent writing helps to improve reading ability and that reading frequently helps to improve their writing.

Literacy

The language arts curriculum emphasizes the integration of phonetic analysis, language structure (word, sentence, and text), and meaning. Over time, students move from learning literacy skills to using these skills to learn. Individual, partner, small-group, and whole-class learning is based on student interests, student needs, and instructional purposes with flexible grouping. A print-rich environment encourages engagement in daily reading and instruction embedded in the context of authentic literature. Shared, guided, and daily independent reading occur across all content areas encompassing various genres and time periods and reflecting diverse populations. Practices that foster literacy growth include teacher modeling of reading and writing, application of skills and strategies, and engagement in literary discussions. Effective instructional practices rely very little on worksheets and pre-packaged programs. Students should be given opportunities not only to read assigned print material but also to explore reading interests through self-choice. Periodic diagnostic assessments of reading and writing skills should guide instruction to meet students' learning needs.

Appreciation of Literature and Language

Almost as important as comprehension and expression in the curriculum is the appreciation for language and literature. Students develop an appreciation for literature when they independently select some of the materials to read for pleasure and information. Through exposure to different kinds of literature, students may clarify their cultural identities, understand themselves, and empathize with others.

When students become aware of the power of language and realize that much of the humor in their daily lives is based on its creative use, they value language more. When they comprehend that word choice and arrangement create the vast differences in style among writers, speakers, comedians, politicians, novelists, and friends, students' appreciation of language grows. When teachers encourage students to take risks in both the serious and playful use of language, enjoyment of language increases. When students distinguish between the careless use of language and its use with accuracy and precision, they grow in their ability to use language effectively. Only then will language appreciation and enjoyment directly affect students' growth into competent and confident communicators who have command of the language.

Classroom environments, which teachers help to establish, impact appreciation and enjoyment of language and literature. Therefore, the English Language Arts State Course of Study Committee believes that students should experience literature-rich and language-rich classrooms that facilitate their development as effective language users.

The Student-Centered Classroom

In the student-centered language arts classroom, students participate in establishing clear rules that affect the learning environment and in making other decisions related to learning. This type of classroom challenges the teacher to use a variety of instructional strategies and materials that provide for multiple intelligences, individual learning styles, and special needs. Students have opportunities to experience learning in the ways that they learn best while expanding their ability to learn in other ways.

Another characteristic of the student-centered classroom is access to classroom libraries, reading and research areas, available technology, and material centers. Through structuring a student-centered classroom, the teacher encourages students to take risks with language usage and thus promotes and stimulates language learning and growth. Students in this type of learning environment feel free to experiment with language by using advanced writing techniques and vocabulary and reading books beyond their comfortable independent level without fear of embarrassment.

Classroom activities and experiences should be selected to assist all students to develop critical thinking, to interpret authors' purposes, and to construct personal knowledge from experiences and printed materials. Effective cooperative learning in the language arts classroom is both an objective and a means of instruction that responds to many students' needs. Students need to apply problem-solving strategies both individually and in groups in situations that are authentic and extend beyond the classroom setting or that are obviously applicable to current and future life skills. When students read and write daily and use oral and written language in diverse and interdisciplinary contexts, they have opportunities essential for relating instruction to their prior knowledge through their communication strengths.

Language In and Out of Language Arts Classrooms

Although the strands of reading, writing, speaking, listening, viewing, and presenting are identified throughout this document, effective language arts teachers recognize the interdependence of the language arts. Communication is a complex act that cannot be learned through isolated skills. Although a specific component of any strand may be introduced or studied apart from the other strands, students understand its purpose and importance when it is then placed in a functional context. Meaning is typically comprehended or expressed by using multiple language skills simultaneously. Students speak or write as they evaluate films they have viewed. They speak and listen as they discuss texts they have read.

All strands of language arts are fundamental in other classrooms. For example, after having read a graph, students analyze the information orally or in writing. Students include nonverbal, visual, and auditory elements in their presentations of content gained from expository texts. Students clarify concepts and discover applications of new concepts as they discuss and write about them. When language arts skills are reinforced across the curriculum, students gain proficiency in the content area and further develop language arts skills.

For optimum language-based learning, teachers of English language arts and teachers in other content areas collaborate to develop common assessment strategies. Other teachers should provide language arts teachers with feedback on students' ability and progress in applying language skills.

Assessment

Beginning the first day of school, assessment should be a continuous process that involves identifying a student's strengths and weaknesses for the purpose of designing an instructional program to meet individual needs. The assessment process is ongoing as student mastery of concepts and skills directs the modification of the instructional program for remediation and enrichment.

The discipline of language arts presents unique opportunities for assessment. Each strand of the language arts curriculum is a process that can be assessed by using authentic activities. Reading, writing, speaking, listening, viewing, and presenting can be assessed separately, in combinations, and holistically.

Assessment should be conducted both formally and informally through a variety of procedures such as performance tasks, projects, and portfolios. In addition to assessing individual performance, group work also should be assessed for skills such as problem solving and interpersonal communication.

Directions for Interpreting the Minimum Required Content

1. **CONTENT STANDARDS** are statements that define what students should know and be able to do. In this document, the curriculum content is listed as content standards. The order in which content standards are listed within a grade is not intended to convey a sequential order for instruction. Content standards may address concepts or skills that will be addressed throughout the school year.

2. Content standards describe what students should know and be able to do at the conclusion of a course. Each content standard contains a **STEM** that completes the phrase "Students will..."

> *Students will*
>
> Write to clarify and to organize thoughts and ideas.
>
> (Tenth Grade – Content Standard 25)

3. Additional minimum required content may be listed under a content standard stem and is denoted by a bullet (•) or a hyphen (-). The **ADDITIONAL CONTENT** provides further specificity for the standard.

4. **EXAMPLES** clarify content standards. They do not provide an exhaustive list of the content that completes the stem. Examples clarify various portions of the stem.

> *Students will*
>
> Select appropriate print and non-print media independently for a variety of purposes.
>
> • Pleasure
>
> Examples: novels, short stories, videos, poetry, trade books
>
> • Information
>
> Examples: newspapers, magazines, television, computers, nonfiction books, Internet
>
> (Fifth Grade – Content Standard 14)

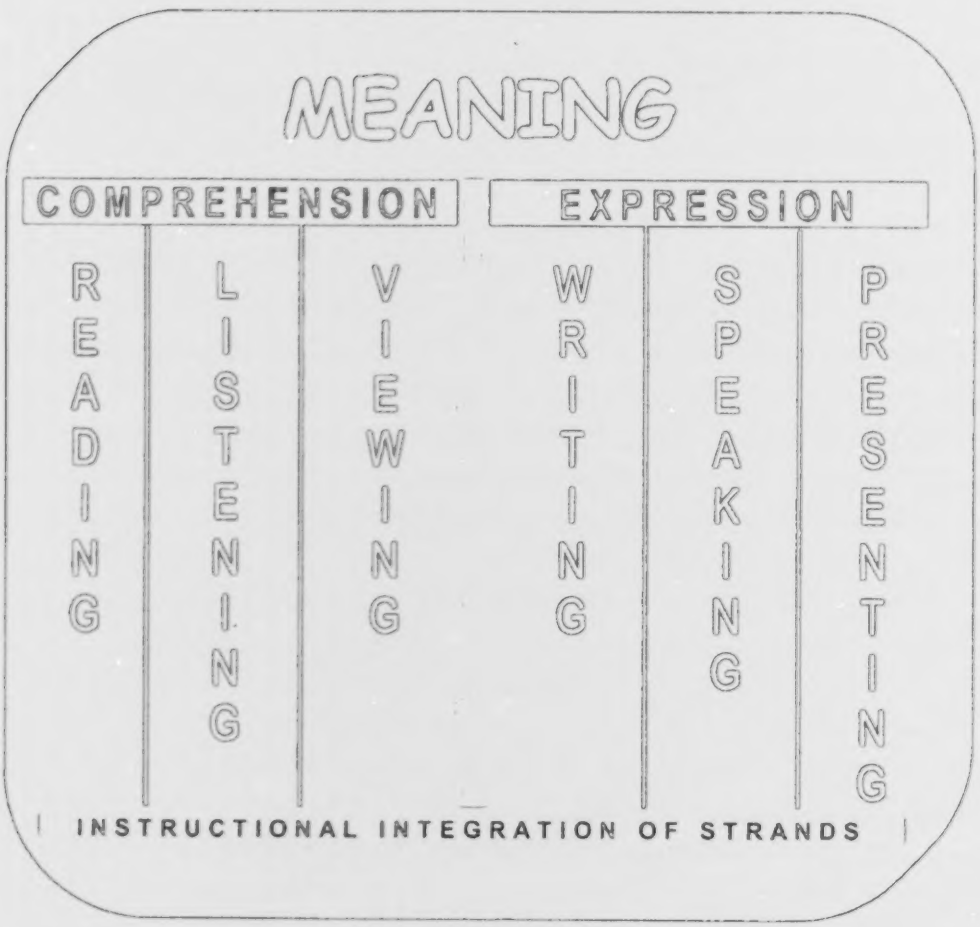
5. A **GRID** beside each content standard indicates which goals are addressed—comprehension (**C**), expression (**E**), or both (**C E**). The strands addressed within each goal are indicated with boldfaced print; those not involved are faded.

GOALS	**C** = Comprehension	**E** = Expression
STRANDS	**R** = Reading	**W** = Writing
	L = Listening	**S** = Speaking
	V = Viewing	**P** = Presenting

> *Students will*
>
C			E		
R	**L**	**V**	**W**	**S**	**P**

> Exhibit an awareness that information may be obtained from a variety of sources.
>
> Examples: resource people, graphs, pictures, books, newspapers, electronic media, field trips
>
> (Kindergarten – Content Standard 12)

Kindergarten – Second Grade



Kindergarten – Second Grade Overview

Student Characteristics

Children come to school from diverse literacy backgrounds. Some have been read to frequently and have had much experience with other language strands, while others with limited opportunities may be less capable language users. Five-, six-, and seven-year-olds are developing a sense of themselves, growing in motor coordination, and expanding their social skills. They need many opportunities to make connections with real-world materials and experiences. Children in this age range are highly inquisitive and should be offered authentic and relevant language experiences. They are intrinsically motivated to read and learn by actively participating in their own education.

Instructional Environment

Kindergarten through second-grade students are naturally lovers of language and its rhythms and sounds. They learn best when immersed in a print-rich, non-threatening, and supportive environment that encourages individual risk-taking. Instruction is student-centered with appropriate instruction based on the assessment of prior knowledge. Teachers endeavor to make the home-to-school transition and connection a positive one; for without home support, the development of reading is limited for the child. In an effective instructional program, shared reading, guided reading, phonemic awareness, and phonics instruction continue from kindergarten through second grade with emphasis on comprehension.

Success in one language strand depends partly on success in the other strands. Listening activities are varied and include oral reading, group discussion, media presentations, and teacher modeling. Students need to view environmental symbols, videos, stage drama, art, and puppetry.

Children of this age experience language growth through frequent opportunities to express themselves before a variety of audiences and for many purposes. Early writing attempts may include picture drawing, scribbling, and stringing of letters. Students then begin to compose journals, thank-you notes, stories, plays, and e-mail messages. They are thinking about not only sound-symbol relationships but also the synthesis of ideas. Speaking and presenting are forms of expression that require many of the same skills as writing. Oral language development is important in language instruction. Children need to be engaged in conversation about things with which they are familiar. Students will develop their knowledge of organization and classification by preparing demonstrations and presentations such as drama, choral readings, poetry, and personal projects.

The ideal instructional environment for the teaching of reading, listening, viewing, speaking, and presenting is a balanced one. To achieve balance between process and skills instruction, teachers use a variety of strategies and methods and take into consideration the needs of the children.

Scope of Content

Development of language competencies can be fostered through authentic activities such as reading and viewing texts and media, writing and creating visual images for meaningful purposes, and speaking and listening to others within and outside the classroom. Students learn to comprehend by reading, listening, and viewing. The absence of one process restricts the development of the others. Ideas are expressed through writing, speaking, and presenting. These processes require children to organize their thoughts in order to communicate.

Literature

Rich experiences with various types of literature provide students in Grades K-2 the interaction with reading materials that they need for language development. Teachers encourage self-selection of independent reading material, which motivates students and ensures that reading takes place outside the classroom. The following types of material are included.

- Wordless picture books
- Nursery rhymes
- Predictable books
- Big books
- Fairy tales
- Folk tales/tall tales
- Fables
- Decodable books
- Guided reading books (multiple copies of same book)
- Multileveled sets of books
- Music
- Plays
- Poetry
- Biographies/autobiographies
- Mysteries
- Science fiction
- Realistic fiction
- Books with audiotapes
- Student publications
- Magazines
- Nonfiction
- Reference books

Kindergarten

Five-year-olds enter the school community as emerging readers and writers coming from diverse backgrounds. The focus for kindergarten is on listening, speaking, pre-reading, and pre-writing activities. Kindergartners improve their speaking and listening skills by listening to, discussing, and retelling stories and poems from children's literature. They demonstrate increased oral proficiency in expressing their ideas and questions, and they have many opportunities for verbal interaction. In the classroom, these students are immersed in a print-rich environment and are involved in a multitude of pre-reading experiences. Reading and writing are often related activities. They discuss their writing, listen to stories, participate in shared-book activities, interact with media, and exchange ideas with classmates at learning and interest centers.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Exhibit an awareness of the concept of story.
   - Associating written words with a story
   - Relating personal experience to picture text
   - Identifying with characters or events in a story
   - Beginning to recognize elements of a story

C			E		
R	L	V	W	S	P

2. Demonstrate curiosity about print in the environment.
   - Recognizing signs, logos, and words
   - Comparing similarities and differences in letters and words

C			E		
R	L	V	W	S	P

3. Exhibit knowledge of the conventions of print.
   - Turning pages from front to back
   - Recognizing where print begins on a page
   - Following print from left to right
   - Becoming aware of spacing in words and sentences
   - Differentiating letters from words

C			E		
R	L	V	W	S	P

4. Develop phonemic awareness.
   - Counting sounds in words
   - Manipulating the sounds of the English language
     Examples: singing, making rhymes and rhythms

C			E		
R	L	V	W	S	P

5. Recognize and name upper- and lower-case letters.

C			E		
R	L	V	W	S	P

6. Demonstrate an initial understanding of letter-sound relationships.

- Understanding the letter-sound correspondence
- Identifying consonant sounds

C			E		
R	L	V	W	S	P

7. Begin to use a variety of early reading material.

- Practicing with decodable texts
- Recognizing high-frequency words
- Using predictable texts
- Recognizing and using print in the environment

C			E		
R	L	V	W	S	P

8. Exhibit an awareness of patterns in the language.

- Exhibiting an understanding of story structure
  Example: retelling and dictating stories
- Recognizing patterns in sentences
  Examples: using predictable books; participating in choral readings, chants, and rhymes
- Recognizing sound-print relationships
  Example: using approximate spellings in their own writings

C			E		
R	L	V	W	S	P

9. Begin to use pictures and text to gain meaning from written material.

- Connecting text, message heard, or material viewed to prior knowledge and experiences
- Tracking (pointing to individual words) in a familiar story to locate a specific word
- Recalling information
  Examples: characters, character traits, setting, details, main idea, beginning and ending of stories
- Retelling a story
- Predicting words and phrases in a story using pictures and other context clues
- Creating mental images while reading
- Answering teacher- and peer-generated questions

C			E		
R	L	V	W	S	P

10. Handle books and media responsibly.

C			E		
R	L	V	W	S	P

11. Recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations.

C			E		
R	L	V	W	S	P

12. Exhibit an awareness that information may be obtained from a variety of sources.

Examples: resource people, graphs, pictures, books, newspapers, electronic media, field trips

C			E		
R	L	V	W	S	P

13. Gain an awareness of others through exposure to written, spoken, and visual forms of communication.

    Examples: videos, author studies, children's literature, educational television, stage drama, student publications

C			E		
R	L	V	W	S	P

14. Demonstrate an interest in and enjoyment of literature in a variety of forms, contexts, and media.

- Participating in reading activities in all content areas
  Examples: big books, predictable books, author studies, informational books
- Participating in arts education activities
  Examples: live drama, drawing, music, puppetry
- Participating in listening activities
  Examples: interactive videos, listening stations
- Attending with interest to works of literature presented orally
  Examples: stories, poems, drama
- Participating in discussions of stories read, heard, or viewed

C			E		
R	L	V	W	S	P

15. Use appropriate listening and speaking behaviors.

- Showing an interest in what others have to say
- Looking at speaker/audience
- Responding appropriately to material read, heard, or viewed
- Using grammar, expression, and words appropriate to audience
- Generating questions
- Following directions

C			E		
R	L	V	W	S	P

16. Use beginning study strategies.

- Identifying parts of books
- Classifying
- Retelling
- Interpreting simple charts and graphs

C			E		
R	L	V	W	S	P

17. Exhibit expanded vocabulary and sentence awareness.

- Exploring reading and writing through interactions with language
  Examples: engaging in shared reading and writing, participating in group discussions, asking questions for clarification, participating in read-alouds, retelling or dramatizing stories
- Using new vocabulary in speaking and writing
- Recognizing when simple sentences fail to make sense

K

C			E		
R	L	V	W	S	P

18. Begin to use elements of the writing process.

    Examples: drawing, brainstorming, role-playing, discussing, stringing letters together to express thought, using approximate spellings, sharing own work by reading or displaying work

C			E		
R	L	V	W	S	P

19. Use writing skills.

    - Manipulating various writing tools
      Examples: pencils, markers, word processors
    - Forming letters

C			E		
R	L	V	W	S	P

20. Express meaning through writing.

    - Drawing pictures
    - Scribbling
    - Writing strings of letters
    - Approximating spelling
    - Developing a collection of correctly spelled high-frequency words

C			E		
R	L	V	W	S	P

21. Write upper- and lower-case letters.

C			E		
R	L	V	W	S	P

22. Verbalize correct personal data.

    - Full name
    - Address
    - Phone number
    - Age
    - Date of birth
    - Parents' names

C			E		
R	L	V	W	S	P

23. Express meaning through a variety of activities.

    Examples: sharing experiences, creating and reading own stories, role playing, discussing classwork, interacting at learning centers, participating in puppetry, using poetry, dictating personal stories, writing personal notes

First Grade

The focus in first grade is on building independence in reading, listening, viewing, writing, speaking, and presenting. Students listen to, summarize, discuss, and retell children's literature. Teacher-directed instruction and collaborative learning increase first-graders' abilities to gain meaning and insight through reading. These students are engaged daily in language activities that develop oral proficiency and increase their understanding and use of the conventions and rhythms of the English language.

Oral language proficiency is acquired as a foundation for the development of reading and writing. Through shared book experiences and read-alouds, students improve their oral expression and learn the art of active listening. They develop an awareness of language as they practice skills in a meaningful context.

Students need to see that the teacher values writing as a tool for self-expression and a vehicle for communication with others. Emphasis is placed on the process of writing rather than the mechanics so that creative thinking and expression are encouraged. This process helps students develop effective means for identifying content and organizational possibilities and for expressing their ideas easily before revising for clarity and addressing mechanics.

Minimum Required Content

Students will

C				E	
R	L	V	W	S	P

1. Demonstrate a growing awareness of the concept of story.
   - Relating personal experiences to text
   - Identifying with characters or events in a story
   - Recognizing elements of a story

C				E	
R	L	V	W	S	P

2. Identify upper- and lower-case letters.

C				E	
R	L	V	W	S	P

3. Exhibit phonemic awareness.
   - Counting the number of sounds in words
   - Using songs, poems, word-sound games, and verbal rhythmic activities
   - Manipulating the sounds of the English language
     Examples: rhyming, blending, substituting, deleting, reversing

C				E	
R	L	V	W	S	P

4. Demonstrate understanding of letter-sound relationships.
   - Using decoding skills
   - Blending sounds to form words
     Examples: vowel sounds, consonant clusters, consonant digraphs

1st

C			E		
R	L	V	W	S	P

5. Begin to use patterns in language to create meaning.

- Recognizing cues provided by print
  Examples: semantic, syntactic, graphophonemic
- Developing story structures
  Examples: using predictable books, identifying story sequence
- Recognizing patterns in sentences
  Example: predicting from word arrangement in choral readings, poems, rhymes, chants, and lyrics
- Applying structural analysis strategies

C			E		
R	L	V	W	S	P

6. Comprehend material read, heard, or viewed.

- Connecting text, message heard, or material viewed to prior knowledge and experiences
- Recalling information
  Examples: characters; character traits; setting; details; main idea; beginning, middle, and end of stories; topic
- Retelling a story
- Predicting words and phrases in a story using pictures and other context clues
- Monitoring their reading by rereading, predicting, self-correcting, and seeking help if needed
- Creating mental images while reading
- Answering teacher- and peer-generated questions in written or spoken form
- Recognizing high-frequency words

C			E		
R	L	V	W	S	P

7. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

8. Read a variety of written material.

- Practicing with decodable and predictable text
- Selecting recreational reading material
- Reading and interpreting textual and functional materials
- Recognizing words in the environment
- Building word banks or word walls

C			E		
R	L	V	W	S	P

9. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

10. Recognize values, beliefs, and interests reflected in literature and other materials from various cultures.

C			E		
R	L	V	W	S	P

11. Read orally with accuracy, fluency, and comprehension.

- Making self-corrections
- Reading with expression
- Applying mental operations involved in comprehension
  Examples: make inferences, relate to prior experience, recognize cause and effect, draw conclusions

C			E		
R	L	V	W	S	P

12. Demonstrate an interest in and enjoyment of literature in a variety of forms and contexts.

- Selecting books for enjoyment and knowledge
- Sharing books and ideas encountered in print and other media
- Using books and media responsibly
- Using expanded vocabulary in speaking and writing

C			E		
R	L	V	W	S	P

13. Connect knowledge learned in the language arts program to life situations.

Examples: comparing characters or events in a story to people or events in real life, making lists

C			E		
R	L	V	W	S	P

14. Apply study strategies.

- Alphabetizing
- Identifying parts of books
- Classifying
- Summarizing
- Using test-taking strategies
- Interpreting charts and graphs

C			E		
R	L	V	W	S	P

15. Use appropriate sources for obtaining information.

Examples: newspapers, electronic media, resource people, graphs, pictures, books, maps, dictionaries, diagrams, telephone directories, glossaries

C			E		
R	L	V	W	S	P

16. Demonstrate appropriate listening and speaking behaviors.

- Focusing on the listening task
  Examples: conversation, instruction, group discussion, read-alouds
- Establishing eye contact with the speaker or audience
- Interpreting nonverbal communication of the speaker or audience
  Example: facial expressions
- Asking appropriate questions to gain and to clarify information
- Attending to works of literature presented orally

C			E		
R	L	V	W	S	P

17. Exhibit expanded sentence awareness and vocabulary.

- Participating in shared reading and writing
  Examples: choral reading, big books, journals, language experience
- Responding to questions
  Examples: elements of a story, fact and fantasy, appropriate conclusion, simple sequence of events
- Asking questions for clarification
- Engaging in word-study activities
  Examples: synonyms, antonyms, homonyms, multiple-meaning words, concept mapping and webbing, context clues

C			E		
R	L	V	W	S	P

18. Participate in the writing process.

Examples: drawing, teacher-led brainstorming, webbing and mapping to generate topics, creating word banks, using pictures and/or words to express thought, using approximate and standard spellings, observing some important conventions of writing, sharing writing through presentation or publication

C			E		
R	L	V	W	S	P

19. Begin to use conventional mechanics and spelling when editing written expression.

- Capitalizing proper nouns, titles of people, first word in a sentence
- Punctuating with periods and question marks as end marks
- Spelling correctly three- and four-letter, short vowel words

C			E		
R	L	V	W	S	P

20. Apply proper use of grammar for written and spoken communication.

- Nouns
- Verbs
- Subject-verb agreement with simple subject

C			E		
R	L	V	W	S	P

21. Use writing as a tool for expressing thoughts in all disciplines.

Examples: lists, thank-you notes, journals, science and mathematics logs, friendly letters, envelopes

C			E		
R	L	V	W	S	P

22. Write using manuscript.

- Developing letter formation of upper- and lower-case letters
- Spacing appropriately

C			E		
R	L	V	W	S	P

23. Use available technology for expression.

- Word processing
- Multimedia projects

C			E		
R	L	V	W	S	P

24. Exhibit increased participation in self-expression in a variety of forms.

- Sharing experiences, facts, and information
  Examples: discussion of classwork at learning centers, collaboration on projects, cooperative learning
- Retelling stories
- Creating own stories
  Examples: narratives of personal stories, story endings, word processing
- Dramatizing

Second Grade

Second-grade students are becoming more competent communicators and thinkers. They are developing more capability for applying strategies that enhance comprehension. These strategies help students to construct their own meanings from oral, written, and visual material. Students read for pleasure and to gain information as they continue to develop fluency. Through reading, hearing, and viewing literature and through studying language and how it works, these students are growing in their appreciation and understanding of language. They express meaning more effectively, competently, and confidently in various spoken and written formats. As they become more adept in process writing, their written products show improvement.

Through a variety of language experiences, students develop important critical-thinking skills. By responding to questions that are thought-provoking and through participating in class discussions, they learn to paraphrase, interpret, analyze, synthesize, evaluate, and defend their judgments. Classroom situations allow students frequent opportunities to express how they perceive literature, language, and personal experiences.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Understand the concept of story.

   - Relating personal experiences to text
   - Identifying with characters or events in a story
   - Recognizing elements of a story

C			E		
R	L	V	W	S	P

2. Demonstrate the ability to use decoding skills to blend sounds and form words.

   - Recognizing and correcting word-recognition errors
     Examples: substituting, reversing, deleting, omitting
   - Using knowledge of print-sound correspondence to decode unknown words

C			E		
R	L	V	W	S	P

3. Manipulate the sounds of the English language.

   - Counting the number of syllables in words
   - Using songs, poems, word-sound games, and verbal rhythmic activities

2nd

C			E		
R	L	V	W	S	P

4. Read material across the curriculum by applying appropriate strategies.

- Applying teacher-modeled thought processes to reading and writing
- Creating mental pictures
- Following simple sequences (2-3 events) in a story
- Recalling information
  Examples: plot/story beginning, middle, and end; characters; character traits; setting; main ideas; details; topic
- Responding to comprehension questions
  Examples: inferences, generalizations, cause and effect, details, appropriate conclusions, outcomes
- Exhibiting increased ability to monitor own reading by predicting, rereading, and seeking help if needed
- Comparing, contrasting, and identifying with characters or events in stories
- Asking questions for clarification
- Connecting messages heard, text read, and material viewed to prior knowledge and experience
- Recognizing high-frequency words

C			E		
R	L	V	W	S	P

5. Use patterns in language to create meaning.

- Developing story structures
- Recognizing patterns in sentences
- Applying structural analysis strategies
- Using semantic cues
- Using syntactic cues
- Using graphophonemic cues

C			E		
R	L	V	W	S	P

6. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

7. Read and comprehend a variety of material.

- Selecting recreational reading material
- Reading and interpreting textual material
  Examples: classroom text, maps, graphs, atlases, encyclopedias
- Recognizing words in the environment
- Using predictable text
- Reading and interpreting functional materials
  Examples: maps, schedules, recipes, instructions, directions, manuals, diagrams

C			E		
R	L	V	W	S	P

8. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

9. Demonstrate an interest in and enjoyment of literature in a variety of forms and contexts.

- Selecting books for enjoyment and knowledge
- Sharing books and ideas encountered in print and other media
- Using books and media responsibly
- Reading independently for increasingly longer periods of time

C			E		
R	L	V	W	S	P

10. Read orally with accuracy, fluency, and comprehension.

- Making self-corrections
- Reading with expression
- Applying mental operations involved in comprehension
  Examples: make inferences, relate to prior experience, recognize cause and effect, draw conclusions

C			E		
R	L	V	W	S	P

11. Associate knowledge learned in the language arts program to life situations.

Examples: using books and other media to understand real events, writing social notes

C			E		
R	L	V	W	S	P

12. Identify values, beliefs, and interests reflected in literature and other materials from various cultures.

Examples: videos, author studies, children's literature, educational television, read-alouds, interactive videos, on-line resources

C			E		
R	L	V	W	S	P

13. Demonstrate appropriate listening and communicating behaviors.

- Focusing on the listening task
  Examples: conversation, classroom instruction, group discussion, rhymes, read-alouds
- Establishing eye contact with the speaker and/or audience
- Interpreting the nonverbal communication of the speaker and/or audience
  Example: facial expressions
- Asking appropriate questions to gain and to clarify information
- Using appropriate oral language behaviors
  Example: adjusting tone and volume of voice in storytelling
- Attending with interest to works of literature presented orally

2nd

C			E		
R	L	V	W	S	P

14. Exhibit expanded vocabulary and sentence awareness.

- Participating in shared reading and writing
  Examples: choral reading, big books, journals, language experience
- Responding to questions
  Examples: elements of a story, fact and fantasy, appropriate conclusion, simple sequence of events
- Engaging in word-study activities
  Examples: synonyms, antonyms, homonyms, multiple-meaning words, concept mapping and webbing, context clues, affixes, root words, analogies
- Incorporating new vocabulary as a part of daily spoken and written language

C			E		
R	L	V	W	S	P

15. Apply study strategies.

- Identifying sections of a book
- Classifying ideas
- Utilizing test-taking strategies
- Creating graphic organizers
- Alphabetizing
- Using dictionary skills
- Skimming and scanning
- Adjusting reading rate
- Taking notes
- Summarizing

C			E		
R	L	V	W	S	P

16. Use appropriate sources for obtaining information.

Examples: newspapers, electronic media, resource people, graphs, pictures, books, maps, dictionaries, diagrams, telephone directories, glossaries

C			E		
R	L	V	W	S	P

17. Use the writing process when creating different forms of written expression.

- Prewriting
  Examples: teacher-led brainstorming, webbing and mapping, reading, using personal experiences as sources of ideas
- Drafting
  Examples: using complete sentences to express thought, connecting sentences in paragraphs, using approximate spellings and standard spellings
- Revising
  Examples: revising own and others' work, accepting feedback from classmates, adding to stories, conferencing
- Editing*
  Examples: beginning to apply knowledge of sentence structure, grammar, usage, and mechanics; using simple checklists for self-evaluation
- Publishing
  Example: sharing own work with others

C			E		
R	L	V	W	S	P

18. Use conventional mechanics and spelling when editing written expression.

- Capitalizing proper nouns (titles of people, months of year, days of week, and holidays), pronoun *I*, and first word in sentence
- Punctuating by using periods, exclamation marks, question marks, apostrophes with contractions and possessives, and commas with items in a series
- Spelling correctly the patterns and words previously studied
- Using correct abbreviations

C			E		
R	L	V	W	S	P

19. Apply principles of grammar in written expression.

- Subject-verb agreement
- Adjective
- Adverb
- Noun
- Verb
- Pronoun

C			E		
R	L	V	W	S	P

20. Use descriptive and narrative writing to clarify thinking in all disciplines.

- Observing modeled writing
- Using self-selected and teacher-generated topics
- Sharing writing with others
  Examples: journal writing, non-fictional report, creative book report, interview, story ending, description of a science experiment, problem-solving situation

C			E		
R	L	V	W	S	P

21. Write using legible manuscript.

- Forming letters legibly
- Spacing appropriately

C			E		
R	L	V	W	S	P

22. Use available technology for expression.

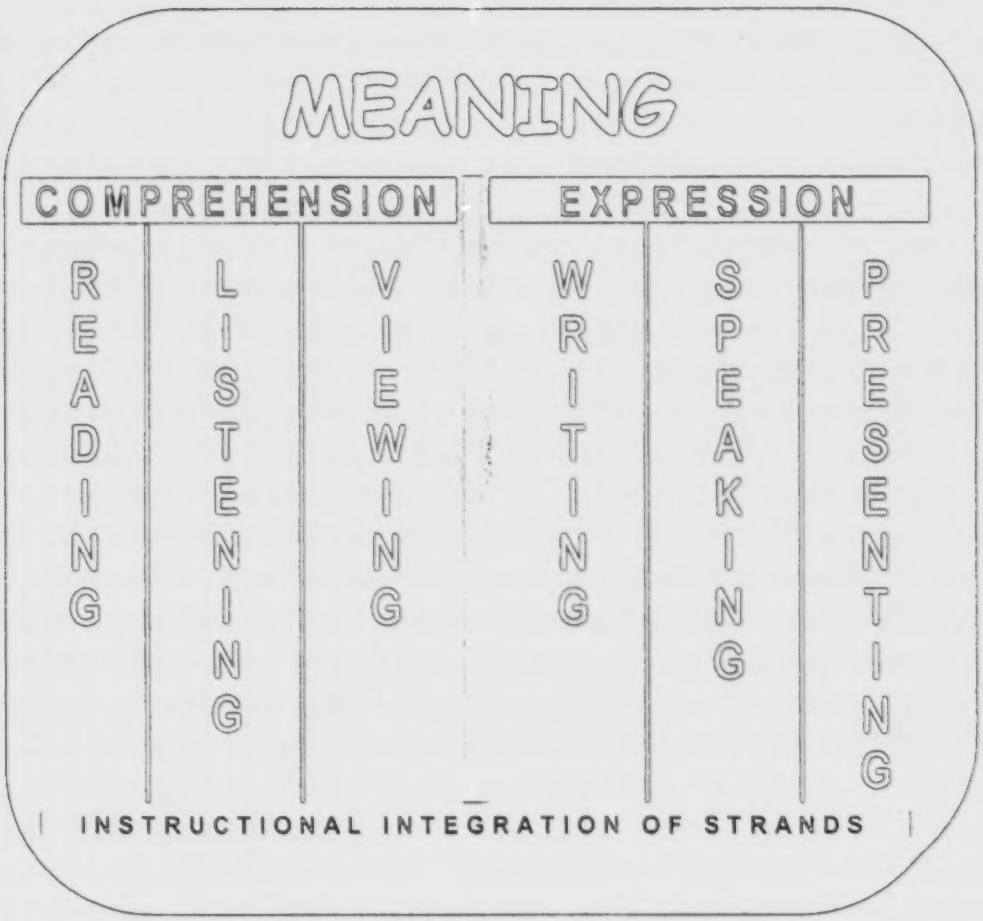
- Word processing
- Multimedia presentations

C			E		
R	L	V	W	S	P

23. Exhibit an increased facility in self-expression in a variety of forms.

- Sharing experiences, facts, and information
  Examples: book sharing, collaboration on projects
- Retelling stories
- Creating and publishing original stories
  Examples: personal narratives, rebus stories
- Dramatizing
  Example: using puppetry to act out narratives or poetry
- Staying on topic when speaking
- Using appropriate language conventions
  - Grammar including sentence structure
  - Usage
  - Mechanics

Third – Fifth Grades



Third – Fifth Grade Overview

Student Characteristics

Students in Grades 3-5 are by nature inquisitive. As they move through third, fourth, and fifth grades, many students progress from being more teacher-dependent into a self-guided stage. They respond well to genuine praise. They experience increased social and emotional development, becoming more concerned with pleasing peers. They become more aware of individual opinions, are more opinionated, and make many of their own decisions. While beginning the transition into the early phases of abstract thinking, students are primarily concrete learners.

Instructional Environment

The instructional environment for Grades 3, 4, and 5 provides a stimulating, print-rich climate that encourages engagement in daily reading and instruction embedded in the context of authentic literature. Students have opportunities to practice many kinds of writing and to develop skills in listening, viewing, speaking, and presenting. Students also utilize available technology to develop communication skills.

Developmentally appropriate instruction is designed to address the predominantly concrete thinking characteristic of this age group as well as the emerging abstract thinking. An inquiry- and discovery-based environment is created in which learners are engaged in decision making, problem solving, and purposeful learning. Explicit reading instruction takes place in the context of meaningful whole text. At other times, opportunities are provided for student choice in reading materials and writing topics. Learner differences are addressed mainly within the regular classroom setting. However, students with reading deficiencies may need to participate in intervention programs.

Students explore, analyze, and synthesize information through flexible instructional grouping practices. Grouping varies throughout the year to include pairs as well as small and large groups. The environment provides for guided individual and small-group instruction to meet specific learning needs through remediation and the enhancement of student learning.

Literacy moves into a productive mode in which students read and write to learn. Phonetics, language structure, and meaning are integrated during text interpretation. Writing skills, grammar usage, and mechanics are integrated through the writing process. Students are taught to edit for correct spelling. Effective instruction in grammar and mechanics also includes the "teachable moments" that occur during the editing stage of the writing process. Speaking, presenting, and writing activities are integrated with listening, viewing, and reading in large- and small-group settings.

Teachers and students collaborate in planning student-learning tasks. To foster literacy growth, teachers model reading and writing. They also read to students from materials above students' instructional level but at their interest level. Literacy growth is also fostered by direct reading instruction guided by learning needs rather than dictated by textbook curriculum.

Assessment is ongoing and varied. Journals, portfolios, rubrics, reports, and projects are as much a part of student assessment as are teacher-made and standardized tests.

Scope of Content

Students at these grade levels are moving from learning literacy skills to using literacy skills to learn. Reading instruction changes from a focus on beginning reading to expanded reading. Content emphasizes study skills and strategies to strengthen the comprehension of new and challenging printed materials. Content also includes knowledge and skills related to listening and viewing.

The content in these grades also emphasizes the refinement of student writing through continued involvement in the writing process and through expanded writing purposes that include a variety of academic, social, and personal situations. Students learn a variety of ways to present information.

Literature

The reading material for Grades 3-5 includes a variety of texts. Students read complete texts as well as selected passages; they have opportunities to read functional, textual, and recreational materials. Literature reflects multicultural, classic, and contemporary selections and includes selections related to social studies and other content areas. Literary selections include stories, folktales, plays, biographies, and poetry. Magazines, newspapers, and trade books are also important parts of student reading materials.

Third Grade

Third-grade students apply comprehension strategies to text, media, and oral presentations to gain information through reading, viewing, and listening. To express what they have learned, they need many opportunities to write, speak, and present. These students comprehend information and ideas presented in a variety of ways and express their thoughts in forms that serve their purposes. They continue to express themselves through narrative writing and learn additional modes of expression through exposure to descriptive and expository writing. Authentic experiences that integrate reading, listening, viewing, writing, speaking, and presenting encourage students to develop self-confidence and assurance in voicing their ideas.

These students begin the early phases of transition to abstract thinking in the third grade; however, they are still primarily concrete learners and are interested in learning tasks that directly relate to their own lives. They continue developing higher-level thinking skills as they move into an environment with an increased focus on content areas.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials.

   - Using knowledge of letter-sound correspondence
   - Using structural analysis
     Examples: roots, prefixes, suffixes
   - Applying prior knowledge and experiences
   - Using knowledge of word meaning
   - Applying knowledge of sentence structure and context
   - Previewing and predicting
   - Locating information in reference sources

C			E		
R	L	V	W	S	P

2. Exhibit awareness of how text features are used to convey meaning.

   - Titles
   - Headings
   - Graphic aids
   - Glossary
   - Boldfaced print
   - Index
   - Table of contents

3rd

C			E		
R	L	V	W	S	P

3. Demonstrate literal understanding of print material.

- Identifying important details
- Identifying sequence of events
- Following directions

C			E		
R	L	V	W	S	P

4. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

5. Interpret passages in print material.

- Identifying main idea
- Drawing conclusions
- Determining cause and effect
- Identifying fact and opinion
- Summarizing passages
- Identifying author's purpose

C			E		
R	L	V	W	S	P

6. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

7. Use literary analysis.

- Identifying and analyzing literary elements
  - Character
  - Setting
  - Plot, including problem and solution
  - Point of view
- Identifying figurative language

C			E		
R	L	V	W	S	P

8. Read grade-level texts aloud and silently with fluency and comprehension.

C			E		
R	L	V	W	S	P

9. Choose to read a variety of literature representative of various genres.

- Fiction
- Nonfiction
- Poetry

C			E		
R	L	V	W	S	P

10. Monitor own reading.

- Self-questioning
- Rereading
- Using context clues
- Adjusting speed
- Accessing prior knowledge and experience

C			E		
R	L	V	W	S	P

11. Read materials encountered in daily lives.

- Textual
  Example: classroom texts
- Functional
  Examples: directions, schedules
- Recreational
  Examples: classic literature, writing by self and peers, trade books

C			E		
R	L	V	W	S	P

12. Apply strategies of a skillful listener.

- Focusing on the identified purposes
- Focusing on the speaker
- Attending to the listening task
- Assigning meaning to messages received

C			E		
R	L	V	W	S	P

13. Exhibit a growing independence in selecting appropriate print and nonprint media for a variety of purposes.

- Pleasure
  Examples: short stories, biographies, videos, poetry, trade books
- Information
  Examples: newspapers, magazines, television, computers, nonfiction, Internet

C			E		
R	L	V	W	S	P

14. Develop an understanding of cultural similarities and differences noted through exposure to multicultural literature.

Examples: clothing, food, games

C			E		
R	L	V	W	S	P

15. Identify ways fictional characters and events reflect real experiences.

Example: relating hardships faced by pioneers in literature to hardships faced by families today

C			E		
R	L	V	W	S	P

16. Employ study strategies to gain information.

- Previewing
- Predicting
- Questioning
- Following directions
- Sequencing
- Locating
- Taking notes
- Using graphic organizers

C			E		
R	L	V	W	S	P

17. Relate to the experiences and feelings of literary characters.

3rd

C			E		
R	L	V	W	S	P

18. Use appropriate reference sources with assistance for a variety of purposes.

- Dictionary
- Encyclopedia
- Globe
- Chart
- Electronic media
- Newspaper
- Thesaurus

C			E		
R	L	V	W	S	P

19. Demonstrate vocabulary growth developed through reading and listening to literature.

- Expanding vocabulary in listening, speaking, reading, and writing
- Improving sentence and paragraph structure in writing
- Improving spelling and mechanics in writing
- Improving grammar and usage in speaking and writing

C			E		
R	L	V	W	S	P

20. Use the writing process with guidance when composing different forms of written expression.

- Prewriting
  Examples: brainstorming, mapping, reading
- Drafting
  Example: expressing ideas
- Revising
  Example: making changes based on feedback from others
- Editing*
  Example: correcting common errors in grammar, usage, mechanics, and spelling
- Publishing
  Example: preparing final product for public review

*See content standard 21 for specific concepts.

C			E		
R	L	V	W	S	P

21. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.

- Capitalization
  - First word in sentence
  - Letter parts
  - Proper nouns
  - Titles of people, books, and works of art
  - Days and months
- Punctuation
  - Apostrophe with contraction and possessive
  - Commas to separate items in a series, in an address, and in a compound sentence
  - Period with abbreviation
  - End marks
  - Quotation marks and comma with dialogue
- Grammar
  - Subject-verb agreement with simple subject
  - Appropriate tenses including present, past, and future
  - Pronoun case
  - Parts of speech (nouns, verbs, pronouns, adjectives, adverbs)

C			E		
R	L	V	W	S	P

22. Monitor the writing process.

- Self evaluation
- Peer evaluation
- Teacher evaluation

C			E		
R	L	V	W	S	P

23. Exhibit the habit of writing daily in academic, social, and/or personal situations.

Examples: journals, self-selected or assigned topics, friendly letters, envelope addresses, thank-you notes, invitations, messages, book reports, poetry, forms, learning logs, summaries, e-mail messages

C			E		
R	L	V	W	S	P

24. Write in a variety of modes to express meaning.

- Descriptive
- Narrative
- Expository

C			E		
R	L	V	W	S	P

25. Organize paragraphs with attention to basic characteristics.

- Topic sentence
- Supporting sentence
- Purpose and audience
- Sentence combining and coherence

3rd

C			E		
R	L	V	W	S	P

26. Correct errors in sentence structure in oral and written presentations.

- Awkward construction
- Fragments
- Run-ons

C			E		
R	L	V	W	S	P

27. Write meaningful simple sentences and short paragraphs.

C			E		
R	L	V	W	S	P

28. Spell correctly in final written products.

C			E		
R	L	V	W	S	P

29. Write legibly in manuscript to communicate clearly.

C			E		
R	L	V	W	S	P

30. Demonstrate an ability to communicate in cursive writing.

- Letter formation
- Spacing of letters and words
- Slant
- Shape
- Direction

C			E		
R	L	V	W	S	P

31. Use computers for expression.

Examples: word processing, multimedia presentations

C			E		
R	L	V	W	S	P

32. Apply figurative language found in literature to enhance written and oral expression.

Example: similes

C			E		
R	L	V	W	S	P

33. Organize and present information in visual, oral, and/or print format.

C			E		
R	L	V	W	S	P

34. Exhibit skill in dramatizations and other oral presentations.

Examples: Reader's Theatre, choral readings, student-created dramas, formal plays

C			E		
R	L	V	W	S	P

35. Demonstrate facility with oral language for a wide range of purposes.

- Voice modulation
- Eye contact
- Articulation
- Focus
- Audience awareness

Examples: storytelling, engaging in conversations, giving directions, presenting

Fourth Grade

Fourth-grade students expand comprehension through instruction in strategies such as identifying main ideas, predicting outcomes, and drawing inferences. Study of language becomes increasingly detailed; however, language study is often integrated with reading instruction. Oral language continues to be a foundation for development of reading and writing skills. Students respond to narrative and expository texts through writing and speaking, and they share their creative writing with peers. These integrative strategies have a powerful impact on language development.

These students continue to enjoy and benefit from reading and hearing the teacher read narrative literature. They continue to need instruction in skills for comprehending recreational reading materials, but the increasing demands of content texts require strategies that expand textual comprehension. Similarly, narrative and descriptive writing continue to be significant components of composition instruction, but students have an increasing need for instruction in writing expository text.

Students become effective users of technology. Such activities as Internet research, word processing, and multimedia presentations provide authentic and integrated experiences.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials.

   - Applying prior knowledge and experiences
   - Using knowledge of word meaning
   - Applying knowledge of sentence structure and context
   - Previewing and predicting
   - Using structural analysis of words
     Examples: roots, prefixes, suffixes
   - Locating information in reference sources

C			E		
R	L	V	W	S	P

2. Apply knowledge of text features to gain meaning.

   - Titles
   - Headings
   - Graphic aids
   - Glossary
   - Boldfaced print
   - Index
   - Table of contents

4th

C			E		
R	L	V	W	S	P

3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

4. Demonstrate literal understanding of print material.

- Identifying important details
- Identifying sequence of events
- Following directions

C			E		
R	L	V	W	S	P

5. Interpret passages in print material.

- Identifying main idea
- Drawing conclusions
- Determining cause and effect
- Identifying fact and opinion
- Detecting bias
- Identifying author's purpose

C			E		
R	L	V	W	S	P

6. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

7. Use literary analysis.

- Identifying and analyzing literary elements
  - Theme
  - Character
  - Setting
  - Plot, including problem and solution
  - Point of view
- Identifying figurative language

C			E		
R	L	V	W	**S**	P

8. Read grade-level texts aloud and silently with fluency and comprehension.

C			E		
R	L	V	W	S	P

9. Choose to read and view a variety of literature representing many cultures, eras, genres, and ideas.

- Fiction
- Nonfiction
- Poetry
- Prose
- Drama

C			E		
R	L	V	W	S	P

10. Continue to monitor and control own reading.

- Self-questioning
- Rereading
- Using context clues
- Adjusting speed
- Accessing prior knowledge and experiences

C			E		
R	L	V	W	S	P

11. Read materials encountered in daily lives.

- Textual
  Example: classroom texts
- Functional
  Examples: directions, schedules
- Recreational
  Examples: writing by self and peers, trade books

C			E		
R	L	V	W	S	P

12. Apply strategies of a skillful listener.

- Establishing purposes
- Focusing on the listening task
- Discriminating among received messages
- Assigning meaning to messages received
- Using self-monitoring techniques to assess effectiveness

C			E		
R	L	V	W	S	P

13. Exhibit increased independence in selecting appropriate print and nonprint media for a variety of purposes.

- Pleasure
  Examples: short stories, videos, poetry, trade books
- Information
  Examples: newspapers, magazines, television, computers, nonfiction, Internet

C			E		
R	L	V	W	S	P

14. Distinguish between fact and opinion in information from a variety of sources.

Examples: Internet, commercials

C			E		
R	L	V	W	S	P

15. Describe cultural similarities and differences through exposure to multicultural literature.

Examples: school life, holidays, housing

C			E		
R	L	V	W	S	P

16. Identify ways that characters and events reflect real experiences.

C			E		
R	L	V	W	S	P

17. Compare and contrast story elements and the experiences and feelings of literary characters to students' lives.

4th

C			E		
R	L	V	W	S	P

18. Employ study strategies with increasing facility to gain information.

- Previewing
- Predicting
- Questioning
- Following directions
- Sequencing
- Locating
- Taking notes
- Using graphic organizers

C			E		
R	L	V	W	S	P

19. Use appropriate reference sources for a variety of purposes.

- Dictionary
- Encyclopedia
- Globe
- Chart
- Electronic media
- Newspaper
- Thesaurus
- Telephone directory

C			E		
R	L	V	W	S	P

20. Demonstrate vocabulary growth developed through reading and listening to literature.

- Increasing vocabulary in listening, speaking, reading, and writing
- Improving sentence and paragraph structure in writing
- Improving spelling and mechanics in writing
- Improving grammar and usage in speaking and writing

C			E		
R	L	V	W	S	P

21. Use the writing process with assistance when composing different forms of written expression.

- Prewriting
  Examples: brainstorming, mapping, discussing, reading
- Drafting
  Example: expressing ideas with ease
- Revising
  Examples: reorganizing ideas, choosing more precise words
- Editing*
  Example: recognizing and correcting common errors in grammar, usage, mechanics, and spelling
- Publishing
  Example: preparing final product for public review

*See content standard 22 for specific concepts.

4th

C			E		
R	L	V	W	S	P

22. Monitor the writing process.

- Self evaluation
- Peer evaluation
- Teacher evaluation

C			E		
R	L	V	W	S	P

23. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.

- Capitalization
  - First word in sentence
  - First word in quotation
  - Letter parts
  - Proper nouns
  - Titles of people, books, and works of art
  - Days and months
- Punctuation
  - Apostrophe with contraction and possessive
  - Commas to separate items in a series, in an address, and in a compound sentence
  - Period with abbreviations
  - End marks
  - Quotation marks and comma with dialogue
  - Underlining or italicizing book titles
- Grammar and Usage
  - Subject-verb agreement with simple subject
  - Adjective forms
  - Appropriate tenses including past, present, and future
  - Pronoun case
  - Special usage problems such as double negatives
  - Parts of speech (nouns, verbs, adjectives, adverbs, pronouns)

C			E		
R	L	V	W	S	P

24. Exhibit the habit of writing daily in academic, social, and/or personal situations.

Examples: journals, self-selected or assigned topics, friendly and business letters, envelope addresses, thank-you notes, invitations, messages, reports, poetry, forms, learning logs, summaries, e-mail messages

C			E		
R	L	V	W	S	P

25. Write in a variety of modes to express meaning.

- Descriptive
- Narrative
- Expository

C			E		
R	L	V	W	S	P

26. Organize content of written compositions with attention to basic characteristics.

- Topic sentence
- Supporting sentences
- Purpose and audience

- Sentence combining and coherence

4th

C			E		
R	L	V	W	S	P

27. Correct errors in sentence structure in oral and written presentations.

- Awkward construction
- Fragments
- Run-ons

C			E		
R	L	V	W	S	P

28. Write meaningful sentences and paragraphs.

C			E		
R	L	V	W	S	P

29. Spell words correctly in final written products.

C			E		
R	L	V	W	S	P

30. Exhibit an increased proficiency with cursive writing.

- Letter formation
- Spacing of letters and words
- Slant
- Shape
- Direction

C			E		
R	L	V	W	S	P

31. Use computers for expression.

Examples: word processing, multimedia presentations

C			E		
R	L	V	W	S	P

32. Apply figurative language found in literature to enhance written and oral production of language.

Examples: similes, metaphors

C			E		
R	L	V	W	S	P

33. Organize and present information using a variety of media and student-produced text.

C			E		
R	L	V	W	S	P

34. Exhibit skill in dramatization and other oral presentations.

Examples: Reader's Theatre, choral readings, student-created dramas, formal plays

C			E		
R	L	V	W	S	P

35. Demonstrate facility with oral language for a wide range of purposes.

- Voice modulation
- Eye contact
- Articulation
- Focus
- Audience awareness

Fifth Grade

The fifth-grade language arts curriculum requires knowledge and competencies that are attained through numerous opportunities for students to employ problem-solving and critical-thinking skills in all areas of the language arts. Students move from concrete thinking toward formal operational thought. As they process informational and narrative material further removed from their own experiences, they continue to develop and refine language abilities.

Students continue to develop the ability to read and write to learn. To achieve this, teachers place emphasis on comprehending and expressing meaning through reading, listening, viewing, writing, speaking, and presenting. A wide range of reading skills is necessary for the comprehension of recreational, functional, and textual reading. Students enjoy language and literature by reading, hearing, and viewing materials that reflect a variety of genres, cultures, and periods. They express meaning through descriptive, narrative, and expository writings. Informal speeches and presentations also provide opportunities for students to express meaning.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials.

   - Applying prior knowledge and experiences
   - Using knowledge of word meaning
   - Applying knowledge of sentence structure and context
   - Previewing and predicting
   - Using structural analysis of words
     Examples: roots, prefixes, suffixes
   - Locating information in reference sources

C			E		
R	L	V	W	S	P

2. Use text features to gain meaning.

   - Titles
   - Headings
   - Graphic aids
   - Glossary
   - Boldfaced print
   - Index
   - Table of contents

5th

C			E		
R	L	V	W	S	P

3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

4. Demonstrate literal understanding of print material.

   - Identifying important details
   - Identifying sequence of events
   - Following directions

C			E		
R	L	V	W	S	P

5. Interpret passages in print material.

   - Identifying main idea
   - Drawing conclusions
   - Determining cause and effect
   - Distinguishing fact from opinion
   - Detecting bias
   - Summarizing passages
   - Identifying author's purpose

C			E		
R	L	V	W	S	P

6. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

7. Use literary analysis.

   - Identifying and analyzing literary elements
     - Theme
     - Character
     - Setting
     - Plot, including problem and solution
     - Point of view
   - Identifying and understanding figurative language

C			E		
R	L	V	W	S	P

8. Read grade-level texts aloud and silently with fluency and comprehension.

C			E		
R	L	V	W	S	P

9. Recognize the features of a variety of genres.

C			E		
R	L	V	W	S	P

10. Read and view literature representative of various cultures, eras, genres, and ideas to develop an appreciation of their heritage and that of others.

    - Fiction
    - Nonfiction
    - Poetry
    - Prose
    - Drama

C			E		
R	L	V	W	S	P

11. Monitor own reading.

- Self questioning
- Rereading
- Using context clues
- Adjusting speed
- Accessing prior knowledge and experiences

C			E		
R	L	V	W	S	P

12. Read a variety of materials and genres encountered in daily lives.

- Textual
  Examples: classroom texts, encyclopedias
- Functional
  Examples: directions, schedules
- Recreational
  Examples: literature, writing by self and peers

C			E		
R	L	V	W	S	P

13. Apply strategies of a skillful listener.

- Establishing purpose
- Focusing on the listening task
- Discriminating among received messages
- Assigning meaning to messages received
- Using self-monitoring techniques to assess effectiveness

C			E		
R	L	V	W	S	P

14. Select appropriate print and nonprint media independently for a variety of purposes.

- Pleasure
  Examples: novels, short stories, videos, poetry, trade books
- Information
  Examples: newspapers, magazines, television, computers, nonfiction books, Internet

C			E		
R	L	V	W	S	P

15. Recognize persuasive techniques found in a variety of sources.

Examples: advertisements, Internet, speeches, newspaper editorials

C			E		
R	L	V	W	S	P

16. Compare and contrast cultural similarities and differences of the world through exposure to multicultural literature.

C			E		
R	L	V	W	S	P

17. Describe how events, places, and characters encountered in written, spoken, and visual works reflect human experiences and influence the thinking of the reader, viewer, or listener.

Example: fictional and actual accounts of life in the Wild West stimulating a reader's curiosity

C			E		
R	L	V	W	S	P

18. Compare and contrast the experiences and feelings of literary characters to students' lives.

5th

C			E		
R	L	V	W	S	P

19. Employ study strategies with increasing facility to gain information.

- Previewing
- Predicting
- Questioning
- Following directions
- Sequencing
- Locating
- Note-taking
- Using graphic organizers
- Skimming
- Scanning
- Outlining

C			E		
R	L	V	W	S	P

20. Demonstrate vocabulary growth developed through reading and listening to literature.

- Expanding vocabulary in listening, speaking, reading, and writing
- Improving sentence and paragraph structure in writing
- Improving spelling and mechanics in writing
- Improving grammar and usage in speaking and writing

C			E		
R	L	V	W	S	P

21. Use appropriate reference sources for a variety of purposes.

- Dictionaries
- Thesauruses
- Encyclopedias
- Maps and globes
- Charts
- Electronic media
- Newspapers
- Telephone directories

C			E		
R	L	V	W	S	P

22. Write in a variety of modes to express meaning.

- Descriptive
- Narrative
- Expository

C			E		
R	L	V	W	S	P

23. Exhibit the habit of writing on a daily basis in academic, social, and/or personal situations.

Examples: learning logs, summaries, e-mail messages, friendly letters, social notes

C			E		
R	L	V	W	S	P

24. Organize content of written compositions with attention to basic characteristics.

- Topic sentence
- Supporting sentences
- Purpose and audience

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- Sentence combining and coherence

5th

C			E		
R	L	V	W	S	P

25. Use the writing process when composing different forms of written expression.

- Prewriting
  Examples: choosing a topic, establishing purpose and audience, clustering, discussing, interviewing, reading, writing, using ideas from external sources
- Drafting
  Example: expressing ideas with ease
- Revising
  Example: using others' feedback, reorganizing ideas, adding details
- Editing*
  Example: recognizing and correcting common errors in grammar, usage, mechanics, and spelling
- Publishing
  Example: preparing final product for public review

C			E		
R	L	V	W	S	P

26. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.

- Capitalization
  - First word in quotation
  - Letter parts in business and friendly letter
  - Proper nouns and adjectives
  - Titles of people, books, and works of art
  - Days and months
- Punctuation
  - End marks
  - Apostrophe with contraction and possessive
  - Comma(s) to set off appositive
  - Comma before coordinate conjunction in compound sentence
  - Commas to separate items in a series, after direct address, and in an address
  - Period with abbreviation
  - Quotation marks with titles of short stories and poems
  - Quotation marks and comma with dialogue
  - Colon to introduce a list
  - Underlining or italicizing book titles
- Subject-verb agreement with simple and compound subjects
- Appropriate verb tenses (past, present, and future)
- Forms of adjectives and adverbs
- Forms of nouns and verbs
- Pronoun case
- Special problems such as double negative
- Parts of speech

*See content standard 26 for specific concepts.

5th

C			E		
R	L	V	W	S	P

27. Monitor the writing process.

- Self evaluation
- Peer evaluation
- Teacher evaluation

C			E		
R	L	V	W	S	P

28. Spell correctly in final written products.

C			E		
R	L	V	W	S	P

29. Write legibly in cursive.

C			E		
R	L	V	W	S	P

30. Express meaning through writing more complex sentences, more detailed paragraphs, and multi-paragraph compositions in an organized manner.

C			E		
R	L	V	W	S	P

31. Correct errors in sentence structure in oral and written presentations.

- Awkward construction
- Redundancy
- Fragments
- On-and-ons
- Run-ons

C			E		
R	L	V	W	S	P

32. Use computers for expression.

Examples: word processing, multimedia presentations

C			E		
R	L	V	W	S	P

33. Apply figurative language found in literature to enhance written and oral expression.

Examples: personification, idioms, metaphors

C			E		
R	L	V	W	S	P

34. Organize and present information in visual, oral, and/or print form.

C			E		
R	L	V	W	S	P

35. Exhibit skill in dramatizations and other oral presentations.

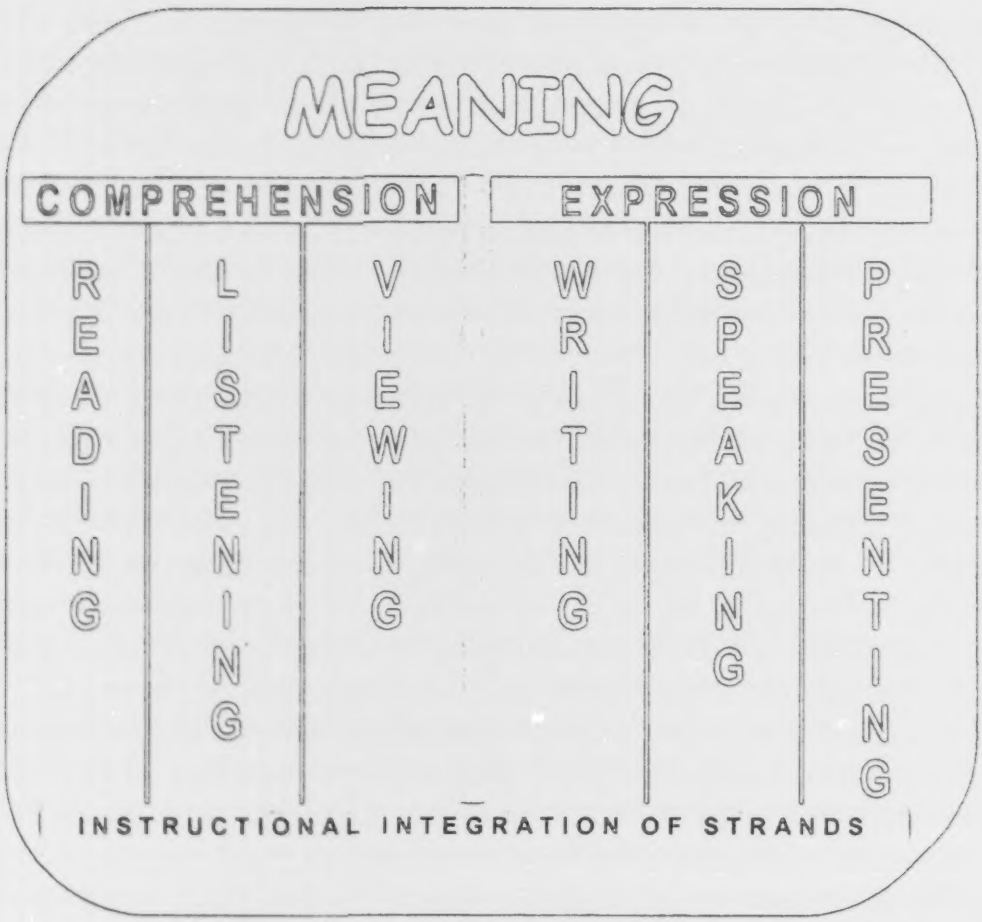
Examples: Reader's Theatre, choral readings, student-created dramas, formal plays

C			E		
R	L	V	W	S	P

36. Demonstrate increased facility with oral language for a wide range of purposes and audiences.

- Voice modulation
- Eye contact
- Articulation
- Focus

Sixth – Eighth Grades



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Sixth – Eighth Grade Overview

Student Characteristics

Students in Grades 6-8 display a wide range of intellectual abilities, learning styles, talents, interests, and maturation levels. These students are going through a transitional period that includes physical, social, emotional, and intellectual changes. They have the ability to think on higher levels and to draw conclusions, and they possess a curiosity about the world. They are beginning to personalize language and to use it more proficiently. They become aware of the practical value of language. During this period, students search for their own identity. They are becoming more independent of parents and teachers and more dependent on peers for approval.

Instructional Environment

Reading, listening, viewing, writing, speaking, and presenting are studied as related skills in meaningful contexts. Language study is kept relevant for students. They make some choices about topics for writing and speaking. Self-selection of literature and writing topics gives students responsibility for their own language learning. Grammar, spelling, and vocabulary study are taught in the meaningful context of student writings and oral presentations. Students interact with many literary genres using selections that are relevant to their lives and their studies in other content areas.

Scope of Content

The content standards address all areas of comprehension and expression: reading, listening, viewing, writing, speaking, and presenting. Through reading, students build understanding and acquire new information. They also read for enjoyment and recreation as they develop a greater appreciation of literature. By listening, students evaluate oral language and interact effectively with others. Viewing helps them learn to interpret a variety of media and to become more discriminating processors of information. Students use writing to communicate; to acquire new concepts; to reflect on their own thoughts and experiences; and to respond to what they read, hear, and view. Students speak to communicate, to interact with others, to articulate ideas, and to react to what they have read, heard, and viewed. By making presentations, students create and communicate ideas and information through a variety of media.

Literature

The classrooms are filled with assorted reading materials: trade books, peer writings, and multicultural selections from recognized traditional and contemporary authors. Students learn how to choose reading materials of quality. Students make choices and decisions about reading and writing that will contribute to the appreciation and enjoyment of varied reading materials throughout their lives. Introducing students to a variety of recognized authors of diverse cultures helps them develop a respect for cultural differences. It also allows them to see, to use, and to refine different language structures and models. Through reading, writing, viewing, and discussing, students recognize that literary themes reflect life.

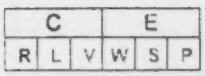
Sixth Grade

Most sixth-graders begin a transitional stage characterized by physical, social, and cognitive changes. They move from childhood to adolescence and explore a new social awareness. Students develop their ability to gain and express meaning through oral and written language. They are taking more responsibility for their learning. They also are expanding their language skills when learning in an environment that encourages risk-taking in the use of language.

The curriculum for Grade 6 includes a more analytical approach to literature study. Students continue to possess a curiosity for learning and search for personal application as they read narrative and expository texts. Teachers capitalize on these characteristics during literature and language study. They begin to develop persuasive writing and refine narrative, descriptive, and expository writing. More attention is given to metacognitive processes as students use self-monitoring to evaluate their reading, writing, and studying skills and to construct personal meaning as they encounter a variety of written materials.

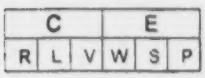
Minimum Required Content

Students will



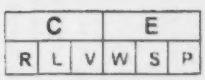
1. Interpret and construct meaning by applying appropriate strategies to materials across the curriculum.

   Examples: making initial predictions about text meaning, using prior knowledge, setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting or confirming author's message, determining cause and effect, noting sequence of events, identifying main idea and supporting details

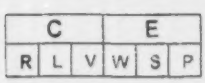


2. Read with ease textual, functional, and recreational materials encountered in daily life.

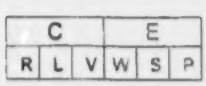
   Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, school rules



3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.



4. Demonstrate reading improvement gained through substantial amounts of daily reading.



5. Recognize various forms of literature according to characteristics.

   Examples: poetry, short stories, novels, plays, folktales, myths

C			E		
R	L	V	W	S	P

6. Determine the author's purpose.

   - To persuade
   - To inform
   - To entertain

C			E		
R	L	V	W	S	P

7. Recognize the characteristics and cultural influences of works of literature representative of various eras.

   Examples: books and plays; presentations; class, school, and/or community productions; movies; television productions

C			E		
R	L	V	W	S	P

8. Be aware of writing and speaking styles that incorporate dialects, idioms, and intonation patterns.

C			E		
R	L	V	W	S	P

9. Become aware of the etymology of language.

   - Word origins
   - Cultural and regional expressions

C			E		
R	L	V	W	S	P

10. Recognize linguistic and cultural diversity.

    - Geographic
    - Ethnic

C			E		
R	L	V	W	S	P

11. Recognize the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action.

C			E		
R	L	V	W	S	P

12. Develop general listening behaviors for different purposes and situations.

    Examples: comprehending messages, understanding literal meaning of words, remembering significant details accurately, remembering directions or sequences, paraphrasing spoken messages

C			E		
R	L	V	W	S	P

13. Select and indicate preference for sources of information.

    Examples: magazines, Internet, how-to books and videos

C			E		
R	L	V	W	S	P

14. Use study processes to manage information.

    Examples: locating resource materials and information; taking notes; summarizing, organizing, questioning, and retaining information

6th

C			E		
R	L	V	W	S	P

15. Demonstrate an awareness of the research process.

- Locating and using multiple sources
  Examples: retrieving, selecting, evaluating
- Accomplishing a variety of purposes
  Examples: personal research, content-area research
- Documenting
  Example: correct use of copyrighted materials
- Presenting findings
  Examples: projects, posters, demonstrations, multimedia presentations

C			E		
R	L	V	W	S	P

16. Respond with understanding and empathy to information read, viewed, and heard.

Examples: question-and-answer sessions, classroom discussions, student journals

C			E		
R	L	V	W	S	P

17. Develop an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting.

- Synonyms
- Antonyms
- Affixes and base words
- Classifications
- Context clues

C			E		
R	L	V	W	S	P

18. Use available computer technology to enhance reading and writing skills.

Examples: interactive reading and writing programs, word processing

C			E		
R	L	V	W	S	P

19. Read aloud effectively from literature and personal compositions.

Examples: choral reading, creative dramatics, dramatic readings

C			E		
R	L	V	W	S	P

20. Demonstrate effective listening and speaking behaviors for varied situations and purposes.

- Interpersonal situations
  Examples: taking turns, asking questions, adjusting proximity to other person
- Group discussions
  Examples: taking turns, asking questions, noting facial expressions, attending to speakers
- Public speaking
  Examples: audience awareness, posture, gestures

C			E		
R	L	V	W	S	P

21. Use the writing process when composing various forms of written expression.

- Prewriting
  Examples: choosing topic, developing word/topic banks
- Drafting
  Example: focusing on purpose
- Revising
  Example: clarifying the meaning after a teacher conference
- Editing*
  Example: making needed corrections
- Publishing
  Examples: sharing orally, making room displays

C			E		
R	L	V	W	S	P

22. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.

- Capitalization
  - First word in quotation
  - Parts of a letter
  - Proper nouns and adjectives
  - Regions of country
  - Titles of people, books, and works of art
- Punctuation
  - Comma(s) to set off appositive
  - Comma before coordinate conjunction in compound sentence
  - Commas with items in a series and introductory elements
  - Colon to introduce a list
  - Quotation marks and commas with direct quotations
  - Apostrophe with contraction and for possession
  - End punctuation
- Grammar, usage, and spelling
  - Adverb and adjective forms
  - Noun and verb forms
  - Appropriate tense (present, past, and future)
  - Subject-verb agreement (including indefinite pronoun as subject)
  - Pronoun case
  - Special usage problems
    Examples: double negatives, homonym confusion
  - Parts of speech
  - Variety in word choice
  - Developing compound and complex sentences
  - Avoiding redundancy, fragments, run-ons, and on-and-on sentences

C			E		
R	L	V	W	S	P

23. Compose using recognized literature as models.

C			E		
R	L	V	W	S	P

24. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills.

Examples: portfolios, journals, rubrics, student checklists

6th

*See content standard 22 for specific concepts.

C			E		
R	L	V	W	S	P

25. Organize content of written composition with attention to basic characteristics.

- Topic sentence
- Supporting sentences
- Purpose and audience
- Sentence combining and coherence

C			E		
R	L	V	W	S	P

26. Compose descriptive, narrative, expository, and persuasive essays.

C			E		
R	L	V	W	S	P

27. Spell correctly in final written works.

C			E		
R	L	V	W	S	P

28. Write legible final drafts.

- Cursive
- Manuscript

C			E		
R	L	V	W	S	P

29. Compose and present using various techniques for different audiences.

Examples: descriptive, narrative, expository, and persuasive essays and speeches; written correspondence; informal reports; forms; spontaneous response writing

C			E		
R	L	V	W	S	P

30. Express personal feelings, opinions, and information in formal, informal, and interpersonal situations.

Examples: conversations, letters, announcements, discussions

Seventh Grade

Seventh-grade students experience a wide range of physical and emotional changes. Their curiosity about the world motivates them to search for meaning through language and literature. In responding to literature, students expand their skills and knowledge as they make responsible decisions regarding their reading, viewing, and studying. They enhance their reading, listening, and viewing skills as they increase awareness of their environment.

They also develop their personal adaptations of the writing process and presentation styles. This adaptation and personalization of processes are significant characteristics of the students and their curriculum. They adapt their writing process to meet their own needs as authors. They also develop their own speaking, presenting, and writing styles; identify their best studying methods; and recognize and express their reading and viewing preferences.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Construct, interpret, and evaluate meaning by applying appropriate strategies to materials across the curriculum.

   Examples: setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting or confirming author's message, distinguishing fact from opinion, determining cause and effect, noting sequence of events, identifying main idea and supporting details

C			E		
R	L	V	W	S	P

2. Read with ease textual, functional, and recreational materials encountered in daily life.

   Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, school and community rules and laws, directions

C			E		
R	L	V	W	S	P

3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

4. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

5. Recognize various forms of literature according to characteristics.

   Examples: poetry, short stories, novels, plays, folktales, myths, nonfiction

7th

C			E		
R	L	V	W	S	P

6. Determine the author's purpose by identifying the mode of writing.

   - Narrative
   - Descriptive
   - Expository
   - Persuasive

C			E		
R	L	V	W	S	P

7. Appreciate the characteristics, literary elements, and cultural influences of literary works representative of various eras.

   Examples: reading books and plays, listening to presentations, participating in productions, viewing movie and television productions

C			E		
R	L	V	W	S	P

8. Identify writing and speaking styles that incorporate dialects, idioms, and intonation patterns.

C			E		
R	L	V	W	S	P

9. Demonstrate respect for linguistic and cultural diversity in literature.

   - Geographic
   - Ethnic

C			E		
R	L	V	W	S	P

10. Identify components of the etymology of language.

    - Word origins
    - Cultural/regional expressions
    - Country of origin

C			E		
R	L	V	W	S	P

11. Refine general listening behaviors.

    - Identifying main idea and summarizing
    - Understanding contextual meaning of words used
    - Listening for implications of significant details
    - Understanding relationships among ideas
    - Connecting spoken message to prior experiences

C			E		
R	L	V	W	S	P

12. Select and indicate preference for sources of information.

    Examples: magazines, Internet, videotapes, how-to books and videos

C			E		
R	L	V	W	S	P

13. Use study processes to manage information.

    Examples: taking notes; summarizing; organizing, questioning, and retaining information

C			E		
R	L	V	W	S	P

14. Conduct project research, individually and collaboratively, utilizing all aspects of the research process.

- Locating and using multiple sources
  Examples: retrieving, selecting, evaluating
- Fulfilling a variety of purposes
  Examples: personal research, content-area research
- Documenting
  Example: correct use of copyrighted material
- Presenting findings
  Examples: written reports, projects

C			E		
R	L	V	W	S	P

15. Respond with understanding and empathy to information read, viewed, and heard.

Examples: large- and small-group discussions, student journals

C			E		
R	L	V	W	S	P

16. Develop and use an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting.

- Synonyms
- Antonyms
- Affixes and base words
- Classifications
- Context clues
- Denotation and connotation

C			E		
R	L	V	W	S	P

17. Use available computer technology to enhance reading and writing skills.

Examples: word processing programs, multimedia presentations, Internet

C			E		
R	L	V	W	S	P

18. Present literature and personal composition effectively.

Examples: Reader's Theatre, choral speaking, oral interpretation

C			E		
R	L	V	W	S	P

19. Identify ways the power of language evokes emotion; expands thinking; and influences problem solving, decision making, and action.

C			E		
R	L	V	W	S	P

20. Demonstrate effective listening and speaking behaviors for varied situations and purposes.

- Interpersonal situations
  Examples: taking turns, asking questions, adjusting proximity to other person
- Group discussions
  Examples: taking turns, asking questions, noting facial expressions, attending to speakers
- Public speaking
  Examples: audience awareness, posture, gestures

7th

C			E		
R	L	V	W	S	P

21. Exhibit proficiency in the use of the writing process.

- Prewriting
  Examples: choosing a topic, group and/or individual brainstorming
- Drafting
  Example: focusing on purpose and audience
- Revising
  Example: reorganizing sentences
- Editing*
  Example: making needed corrections
- Publishing
  Example: constructing books

C			E		
R	L	V	W	S	P

22. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.

- Capitalization
  - Proper nouns and adjectives
  - Regions of country
  - Titles of people, books, and works of art
  - First word in quotations
- Punctuation
  - Comma(s) with appositives, with introductory elements, and before coordinate conjunction in compound sentence
  - Colon to introduce a list
  - Quotation marks and commas with direct quotations
  - Semicolon between independent clauses with no conjunction
  - Apostrophe for possession and contractions
- Grammar, usage, and spelling
  - Adverb and adjective forms
  - Noun and verb forms
  - Appropriate tenses including present, past, future, and perfect tenses
  - Subject-verb agreement including intervening phrase
  - Pronoun-antecedent agreement
  - Pronoun case
  - Special usage problems
    Examples: double negatives, homonym confusion
  - Parts of speech
  - Developing compound and complex sentences
  - Avoiding redundancy, fragments, run-ons, and on-and-on sentences

C			E		
R	L	V	W	S	P

23. Compose using recognized literature as models.

C			E		
R	L	V	W	S	P

24. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills.

Examples: portfolios, journals, rubrics, student checklists

7th

C			E		
R	L	V	W	S	P

25. Organize content of written composition with attention to basic characteristics.

- Topic sentence
- Supporting sentences
- Purpose and audience
- Sentence combining and coherence

C			E		
R	L	V	W	S	P

26. Compose descriptive, narrative, expository, and persuasive essays.

C			E		
R	L	V	W	S	P

27. Compose and present in many ways using different techniques for various audiences and occasions both formal and informal.

Examples: speeches, poems, social notes, forms, spontaneous response writing

C			E		
R	L	V	W	S	P

28. Express personal feelings, opinions, and information in formal and informal situations.

Examples: conversations, written communications, interviews, public speaking

Eighth Grade

Eighth-graders increase their capability to synthesize prior knowledge with new information. They need frequent opportunities to develop this capacity through reading, writing, discussing, and giving oral reports. Students are now inclined to interact personally with language and literature. As students become more experienced in revising and editing, they master additional grammatical principles and conventions of usage. Even at the end of this grade level, they are continuing to develop the academic self-confidence needed to meet the challenges of the senior high grades.

Students benefit from the teacher's increased efforts to coordinate instruction with teachers of other subject areas so the students see relationships among content areas and various processes. They become increasingly aware of the need for good writing skills in science, math, and social studies. They also benefit from explicit instruction in common structural characteristics of text in the various content areas.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Apply appropriate strategies to materials across the curriculum to construct meaning through interpretation and evaluation.

   Examples: using monitoring strategies, correcting or confirming author's message, distinguishing fact from opinion, confirming author's credentials, confirming intention and validity of message, using context clues, drawing conclusions, determining cause and effect, determining sequence of events, identifying main idea and supporting details

C			E		
R	L	V	W	S	P

2. Read with ease textual, functional, and recreational materials encountered in daily life.

   Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, laws and rules, directions

C			E		
R	L	V	W	S	P

3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

4. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

5. Distinguish various forms of literature according to characteristics.

   Examples: poetry, short stories, novels, plays, folktales, myths, epics, nonfiction, science fiction

C			E		
R	L	V	W	S	P

6. Determine the author's purpose.

   - To persuade
   - To inform
   - To entertain
   - To evaluate

C			E		
R	L	V	W	S	P

7. Value recognized written, spoken, and visual works of literature representative of various cultures and eras.

C			E		
R	L	V	W	S	P

8. Appreciate writing and speaking styles that incorporate dialects, idioms, and intonation patterns.

C			E		
R	L	V	W	S	P

9. Analyze the etymology of language.

   - Word origins
   - Cultural and regional expressions
   - Country of origin

C			E		
R	L	V	W	S	P

10. Demonstrate an appreciation for the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action.

    Examples: literary response journals, spontaneous response writings

C			E		
R	L	V	W	S	P

11. Demonstrate active listening and speaking behaviors related to effective oral communication in a number of situations for various purposes.

    - Interpersonal situations
      Example: appropriate language use and tone of voice
    - Group discussions
      Example: appropriate language use, posture, and gestures
    - Public speaking
      Examples: message organization, facial expressions, eye contact

C			E		
R	L	V	W	S	P

12. Select and indicate preference for sources of information.

    Examples: magazines, Internet, novels, videotaped dramas, biographies, documentaries, how-to books and videos

C			E		
R	L	V	W	S	P

13. Use study processes to manage information.

    Examples: organizing, questioning, summarizing, and retaining information

8th

C			E		
R	L	V	W	S	P

14. Conduct individual research utilizing all aspects of the research process.

- Information management
  Examples: locating, selecting, retrieving, evaluating
- Information documentation
  Example: correct use of copyrighted material
- Information organization
  Example: presentation method
- Presentation of findings
  Examples: formal written reports, projects

C			E		
R	L	V	W	S	P

15. Critique with understanding and empathy information read, viewed, and heard.

Examples: panel discussions, book and movie reviews

C			E		
R	L	V	W	S	P

16. Comprehend and display an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting.

- Synonyms
- Antonyms
- Affixes and base words
- Classifications
- Context clues
- Denotation and connotation

C			E		
R	L	V	W	S	P

17. Use available computer technology to enhance reading and writing skills.

Examples: editing programs, Internet

C			E		
R	L	V	W	S	P

18. Demonstrate effective listening and speaking behaviors for varied situations and purposes.

- Interpersonal situations
  Examples: taking turns, asking questions, adjusting proximity to other person
- Group discussions
  Examples: taking turns, asking questions, noting facial expressions
- Public speaking
  Examples: audience awareness, posture, gestures

C			E		
R	L	V	W	S	P

19. Internalize the writing process.

- Prewriting
  Example: using a graphic organizer to determine the breadth of a topic
- Drafting
  Example: focusing on content
- Revising
  Example: reordering paragraphs
- Editing*
  Example: making needed corrections
- Publishing
  Example: printing in literary magazines

C			E		
R	L	V	W	S	P

20. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.

- Capitalization
  - Proper nouns and adjectives
  - Regions of country
  - Titles of people, books, paintings, films, and ships
  - First word in quotations
- Punctuation
  - Comma(s) to set off nonessential appositives
  - Comma with introductory elements and direct quotations
  - Comma before coordinate conjunction in compound sentence
  - Colon to introduce a list
  - Quotation marks with direct quotations
  - Semicolon between independent clauses with no conjunction
  - Apostrophe for possession and contractions
- Grammar, usage, and spelling
  - Adverb and adjective forms
  - Noun and verb forms
  - Appropriate tense (avoiding shifts, all tenses)
  - Subject-verb agreement
  - Pronoun-antecedent agreement
  - Pronoun case
  - Special usage problems
    Examples: double negatives, homonym confusion
  - Parts of speech
  - Variety and precision in word choice
  - Developing compound and complex sentences
  - Avoiding redundancy, fragments, run-ons, and on-and-on sentences

C			E		
R	L	V	W	S	P

21. Compose using recognized literature as models.

8th

*See content standard 20 for specific concepts.

C			E		
R	L	V	W	S	P

22. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills.

Examples: portfolios, journals, rubrics, student checklists

C			E		
R	L	V	W	S	P

23. Organize content of written composition with attention to basic characteristics.

- Topic sentence
- Supporting sentences
- Purpose and audience
- Sentence combining and coherence

C			E		
R	L	V	W	S	P

24. Compose descriptive, narrative, expository, and persuasive essays.

C			E		
R	L	V	W	S	P

25. Compose and present in many forms using different techniques for various audiences and occasions both formal and informal.

Examples: speeches, plays, research reports, business letters, forms, spontaneous response writing

C			E		
R	L	V	W	S	P

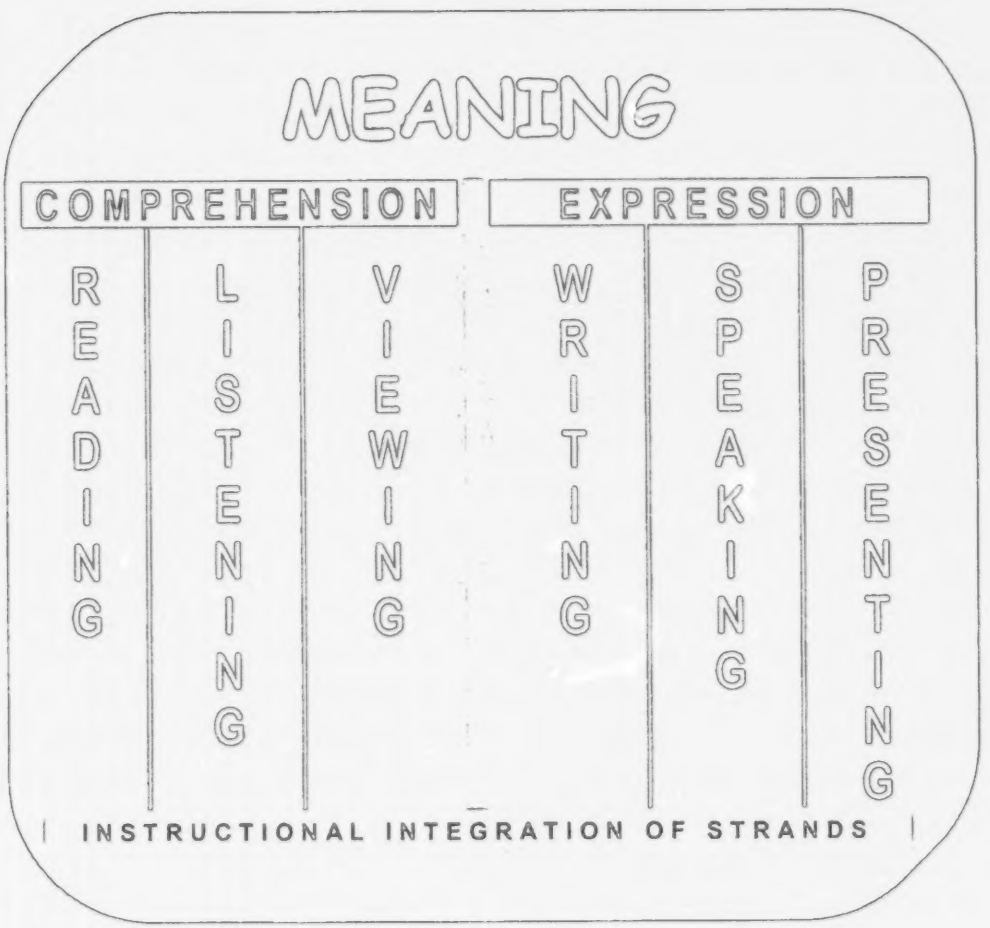
26. Participate in presentations of written material.

Examples: plays, student writings, improvisational poetry, written communications, debates

C			E		
R	L	V	W	S	P

27. Express personal feelings, opinions, and information in formal and informal situations.

Ninth – Twelfth Grades



Ninth – Twelfth Grade Overview

Student Characteristics

High school students experience significant growth and development as they assume more complex responsibilities such as working and making career choices. They are defining their unique voices and making important life decisions. These students are developing and practicing leadership and interpersonal communication skills in their schools and communities that will facilitate their entrance into adulthood. They continue to experience physical and emotional change as well as to seek opportunities to develop their independence and individuality.

Because of the cultural and ideological diversity in a technologically advanced global society, many students have opportunities to interact with others whose backgrounds are different from their own. Students need to develop their ability to respect differences and to develop literacy skills necessary for becoming productive adults.

Instructional Environment

When high school teachers create classroom communities defined by equity and excellence for all students, all students learn. These conditions are achieved when teachers hold high expectations for all students regardless of their linguistic, religious, ethnic, or cultural backgrounds and create authentic learning activities that integrate literacy skills. Effective teachers use a variety of teaching strategies to accommodate individual learning styles. Projects, mini-lectures, demonstrations, and cooperative small groups are some of the strategies that best facilitate students' acquisition of the knowledge, skills, and attitudes they need to become lifelong learners and effective communicators. In addition to traditional assessment tools, English teachers use current research-based methods to measure authentically what students know and are able to do. These methods include informal and formal observations, performance assessments, and student portfolios.

Scope of Content

High school students use literacy skills as tools for learning across all content areas. The content of this document calls for ample opportunities for students to become effective language users by developing a knowledge base, building a repertoire of strategies, and applying these strategies in various contexts. Integrating the strands of listening, reading, viewing, writing, speaking, and presenting into meaningful activities provides opportunities for students to obtain and communicate information, to respond to literature, to use language for learning and reflecting, and to apply critical and creative thinking as they solve problems.

The division of the content into standards that support the comprehension goal, the expression goal, and both goals should provide assistance to English teachers as they plan literacy activities that develop expression and comprehension skills and as they assess student progress. Key components of the senior high curriculum are knowing and applying language concepts and conventions, reading and writing for a variety of purposes, and using technology in the research process.

Literature

Literature studied in Grades 9-12 represents rich literature traditions around the world. This literature provides both mirrors from which students can see their life experiences reflected and windows through which they can see and understand the lives of people different and distant from themselves. Reading a broad range of texts from different genres, from various time periods, and from diverse perspectives allows students to build a better understanding of themselves, of others, and of the world in which they live.

To ensure that students experience high-quality representative literature, the following sequence is provided: ninth-graders study a broad range of multicultural world literature; tenth-graders study early American literature to 1900 and related world literature; eleventh-graders study American literature from 1900 to the present; and twelfth-graders study British literature.

Literature		Social Studies Courses
• World literature • A Shakespearean drama, usually *Romeo and Juliet*	9th	World History and Geography Since 1500
• American literature to 1900 • Related world literature • A Shakespearean drama, usually *Julius Caesar*	10th	United States History and Geography: Beginnings to 1900
• American literature, 1900 to the present	11th	United States History and Geography: 1900 to the Present
• British literature • A Shakespearean drama, usually *Macbeth*	12th	American Government and Principles of Economics

Ninth Grade

Ninth-graders are moving from an environment that is exploratory in nature to one that requires them to approximate more closely adult behaviors and perspectives. They require assistance in making this adjustment that includes developing a more precise vocabulary for effective speaking and writing. High school freshmen, as comprehenders of language, may at times prefer literature that primarily provides entertainment. These same students may also seek texts that challenge them and extend their critical thinking skills. While these young readers are capable of literary criticism, they need teacher assistance in moving from purely personal reactions to those based on critical principles. Mastery of basic literary vocabulary and repeated focus on critical principles are essential as students gain author control when writing responses to serious literature.

In expressing themselves through language, students continue to use simple, well-practiced patterns or modes and gain experience in more complex and less familiar forms. The teacher of such students must be sensitive to their need for encouragement and coaching in exploring mature means of expression appropriate for adult-level writing, speaking, and presenting. The experiences that teachers provide greatly influence student progress toward becoming lifelong readers and appreciators of language and literature.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Apply strategies to interpret textual, functional, and recreational written materials.

   Examples: applying prior knowledge, noting organizational pattern, determining sequence of events, determining cause and effect, noting important details, drawing conclusions about main idea

C			E		
R	L	V	W	S	P

2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

3. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

4. Recognize cultures and genres represented in selections from world literature.

   Example: Japanese poetry identified by characteristics

9th

C			E		
R	L	V	W	S	P

5. Recognize the styles of commonly anthologized authors of world literature.

- Standard usage versus dialect
- Length and complexity of sentences
- Diction
- Literary devices
  Examples: personification, onomatopoeia, flashbacks

C			E		
R	L	V	W	S	P

6. Determine the literary elements in specific works.

- Plot
- Tone
- Mood
- Character
- Setting
- Theme

C			E		
R	L	V	W	S	P

7. Critique literature, student writing, and various presentations.

C			E		
R	L	V	W	S	P

8. Determine when argument and propaganda are used in written, oral, and visual forms.

- Fact versus opinion
- Appeal to emotion

C			E		
R	L	V	W	S	P

9. Determine levels of usage.

- Formal
- Informal

C			E		
R	L	V	W	S	P

10. Recognize that language changes and develops.

- Etymology
- Connotation
- Technology
- Multicultural contexts

C			E		
R	L	V	W	S	P

11. Select and indicate preferences for various forms of communication.

Examples: magazines, Internet, movies, how-to books and videos, drama, biographies, documentaries

C			E		
R	L	V	W	S	P

12. Practice listening and viewing skills in a variety of situations.

- Interpersonal communications
- Lectures
- Small- and large-group settings
- Multimedia presentations

81

C			E		
R	L	V	W	S	P

13. Employ study skills effectively.

- Taking accurate notes
- Transferring and correlating information
- Using table of contents and index
- Using mnemonic devices
- Skimming and scanning
- Outlining
- Using graphic organizers

C			E		
R	L	V	W	S	P

14. Ask appropriate questions in search of information.

C			E		
R	L	V	W	S	P

15. Synthesize information for reports.

- Taking notes
- Matching ideas
- Contrasting ideas
- Paraphrasing
- Summarizing

C			E		
R	L	V	W	S	P

16. Synthesize information from a variety of sources.

Examples: dictionary, thesaurus, atlas, almanac, cataloging systems, reader's guide, encyclopedia, vertical file, reference books, computerized data, electronic text

C			E		
R	L	V	W	S	P

17. Conduct individual research using all aspects of the research process.

- Managing information
  Examples: locating, selecting, retrieving, evaluating
- Documenting information
  Example: correct use of copyrighted materials
- Organizing information
  Examples: choosing presentation method, following a style sheet
- Presenting information
  Examples: formal written reports, projects

C			E		
R	L	V	W	S	P

18. Demonstrate responsible use of others' ideas.

- Documenting sources when quoting, paraphrasing, or summarizing
- Using facts from common knowledge

C			E		
R	L	V	W	S	P

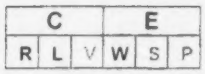
19. Demonstrate proficiency with available technology and software in the oral communication, research, and writing processes.

Examples: word processors, facsimile machines

C			E		
R	L	V	W	S	P

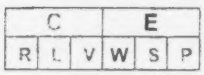
20. Evaluate personal style in approaching the reading and writing processes using teacher and peer feedback.

9th

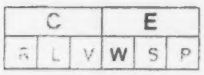


21. Write using the principal characteristics of an author's style.

    Example: organizing an original poem with Emily Dickinson's simplicity



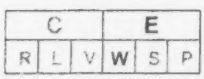
22. Demonstrate personal style and voice through writing poetry and prose.



23. Write in a variety of modes for different purposes and audiences.

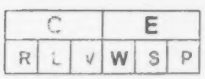
- Modes
  - Description
  - Narration
  - Exposition
  - Persuasion
- Purposes
  - Ententainment
  - Information
  - Persuasion
- Audiences

  Examples: peers, teachers, parents, local organizations, prospective employers



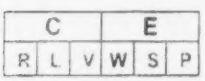
24. Use a variety of sentence structures in writing.

    Example: combinations of simple, compound, complex, and compound-complex



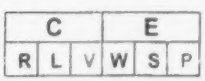
25. Organize paragraphs in a variety of patterns.

    Examples: chronological order, cause and effect, order of importance



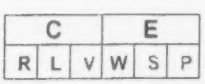
26. Write to clarify ideas and organize thinking.

    Example: spontaneous response writing



27. Respond to argument.

    Examples: informal debate, letters to the editor



28. Produce a final draft by using the writing process with peer and teacher assistance.

- Prewriting
- Drafting
- Revising
- Editing*
- Publishing

*See content standard 29 for specific concepts.

9th

C			E		
R	L	V	W	S	P

29. Demonstrate understanding of language terms and ability to apply the concepts to writing.

- Capitalization
  - Proper nouns and adjectives
  - Regions of the country
  - Courtesy titles
  - Videos, paintings, and other works of art
- Punctuation
  - Commas for items in a series, direct address, compound sentences, friendly letter salutations, addresses, nonrestrictive appositives and phrases, introductory adverb clauses, and direct quotations
  - Periods for abbreviations
  - Underlining or italicizing for certain titles
  - Quotation marks for certain titles
  - Quotation marks with direct quotations
  - Colons
  - Semicolons
  - Apostrophe for possession and contractions
- Grammar, usage, and spelling
  - Singular, plural, and possessive noun forms
  - Singular and plural verb forms
  - Subject-verb agreement
  - Pronoun-antecedent agreement
  - Avoidance of double negatives, fragments, run-ons, on-and-ons, comma splices, and homonym confusion
  - Appropriate subordination
  - Placement of modifiers
  - Pronoun case, number, and gender
  - Tense
  - Parallel structure

C			E		
R	L	V	W	S	P

30. Discuss approaches to grammar and conventions as used in literature.

C			E		
R	L	V	W	S	P

31. Produce effective oral presentations through use of tone, inflections, and tempo.

Examples: recitations, book reports, debates, summaries

C			E		
R	L	V	W	S	P

32. Vary the formality and precision of spoken language to suit different situations.

Examples: formal class discussions, prepared presentations, impromptu speeches, informal small-group interaction

C			E		
R	L	V	W	S	P

33. Display self-confidence in speaking.

Examples: answering questions when called upon, voluntarily asking and answering questions, reading one's own writing to peers, presenting results from research

C			E		
R	L	V	W	S	P

34. Display an extended vocabulary in writing, speaking, and presenting.

- Synonyms
- Antonyms
- Affixes and base words
- Classification
- Context clues
- Denotation and connotation

10th

Tenth Grade

Tenth-grade students are exploring potential careers and continuing to establish values and form cultural and personal identities. At this age, students' experiences broaden to include new activities such as working and driving.

Classrooms that are rich in many kinds of activities encourage the growth students need and seek. Such activities include using audiovisual media and computer technology, making dramatic presentations, writing creatively, and working cooperatively. These activities emphasize vocabulary development, critical thinking, reading and writing for various purposes, study skills, research, and appropriate language usage.

Students study American literature to 1900 and world literature that influenced the development of American literature. The study of American writing and its background helps students relate the literature to the historical period being studied in social studies. Biographies, autobiographies, historical novels, short stories, and poetry are read as classroom or independent-study activities that familiarize students with the authors and literary development while reinforcing reading skills.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Apply appropriate strategies to interpret various types of reading materials.

   - Textual
   - Functional
   - Recreational

   Examples: recognizing symbolism, using context clues, following directions, recognizing cause and effect, identifying sequence

C			E		
R	L	V	W	S	P

2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

3. Read for a variety of purposes.

   - Practical information
     Examples: newspapers, catalogs, directions
   - Survival
     Examples: weather reports, posted warnings
   - Pleasure
     Examples: short stories, novels, magazines

C			E		
R	L	V	W	S	P

4. Demonstrate reading improvement gained through substantial amounts of daily reading.

10th

C			E		
R	L	V	W	S	P

5. Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures.

C			E		
R	L	V	W	S	P

6. Identify examples of differences in language usage among several authors.

   Examples: Phyllis Wheatley, William Cullen Bryant, William Bradford

C			E		
R	L	V	W	S	P

7. Recognize characterization as a means of expressing various ideas and ways of interacting.

C			E		
R	L	V	W	S	P

8. Determine how authors use imagery, symbolism, dialogue, and plot to express meaning.

   Examples: stereotypes, archetypes

C			E		
R	L	V	W	S	P

9. Recognize elements of plot in print form as well as in movies and plays.

   - Exposition
   - Conflict
   - Rising action
   - Climax
   - Denouement

C			E		
R	L	V	W	S	P

10. Recognize fallacies of logic in written, oral, and visual presentations.

    Example: appeal to emotion or authority

C			E		
R	L	V	W	S	P

11. Read and view nonprint and print media critically and selectively.

    Examples: applying a personal criterion to use of television, discerning the reliability of Internet information

C			E		
R	L	V	W	S	P

12. Examine and report others' ideas as represented in literature including dramatic productions.

    - Summary
    - Paraphrase
    - Review

C			E		
R	L	V	W	S	P

13. Identify main ideas and supporting details from non-fictional reading.

C			E		
R	L	V	W	S	P

14. Write in response to literature.

    Examples: response journals, critical analyses

C			E		
R	L	V	W	S	P

15. Demonstrate listening skills.

    - Standard English recognition
    - Vocabulary development

- Dialects, slang, and jargon

10th

C			E		
R	L	V	W	**S**	P

16. Interact effectively in group situations.

    Examples: phrasing of questions, respecting the rights of others, rephrasing for clarification

C			E		
R	L	V	W	S	P

17. Apply personal study skills.

- Predicting
- Summarizing
- Skimming and scanning
- Underlining
- Notetaking
- Outlining
- Classifying
- Listening actively
- Reviewing with partner
- Recognizing genre
- Recognizing author style

C			E		
R	L	V	W	**S**	P

18. Apply the principles of standard English by adjusting vocabulary and style to suit the occasion.

- Formal
- Informal
  - Slang
  - Dialect
  - Jargon
- Tone
- Tempo
- Nonverbal behaviors
  - Eye contact
  - Gestures

C			E		
R	L	V	W	**S**	P

19. Produce thoughtful compositions through improved use of phases in the writing process.

- Prewriting
- Drafting
- Revising
- Editing*
- Publishing

*See content standard 20 for specific concepts.

10th

C			E		
R	L	V	W	S	P

20. Demonstrate knowledge of language terminology and application of the concepts.

- Capitalization
  - Proper nouns and adjectives
  - Regions of the country
  - Books, works of art, videos, ships, buildings
  - Courtesy titles
- Punctuation
  - Commas for items in a series, compound sentences, friendly letter salutation, direct address, introductory adverb clauses, nonrestrictive appositives and phrases including parenthetical expressions, and with dialogue
  - Apostrophes for possession (singular and plural)
  - Periods for abbreviations
  - Underlining or italicizing for certain titles
  - Quotation marks for certain titles and for dialogue
  - Ellipses
  - Parentheses
  - Hyphens
  - Colons
  - Semicolons
- Grammar, usage, and spelling
  - Subject-verb agreement
  - Noun and verb forms
  - Pronoun-antecedent agreement
  - Avoidance of double negatives, fragments, run-ons, comma splices, shifts in verb tense (all)
  - Phrases and clauses
  - Appropriate subordination
  - Placement of modifiers
  - Pronoun case, number, and gender
  - Parallel structure in lists or series, clauses, phrases
  - Word choice for vividness and clarity
  - Preference for active voice
  - Spelling of commonly confused words

C			E		
R	L	V	W	S	P

21. Conduct individual research using all aspects of the research process.

- Managing information
  Examples: locating, selecting, retrieving, evaluating
- Documenting information
  Example: correct use of copyrighted materials
- Organizing information
  Examples: presentation method, following a style sheet
- Presenting information
  Examples: the I-Search paper, a career-search paper

C			E		
R	L	V	W	S	P

22. Use available technology related to English language arts.

C			E		
	L	V	W	S	P

23. Write in a variety of modes for many purposes and audiences.

- Modes
  - Description
  - Narration
  - Exposition
  - Persuasion
- Purposes
  - Entertainment
  - Information
  - Persuasion
- Audiences

  Examples: peers, parents, local organizations, prospective employers

C			E		
	L	V	W	S	P

24. Demonstrate a mastery of paragraph structures.

Examples: comparison and contrast, persuasion, explanation

C			E		
R	L	V	W	S	P

25. Write to clarify and to organize thoughts and ideas.

C			E		
R	L	V	W	S	P

26. Speak successfully in a variety of situations.

- Controlling anxiety
- Clarifying through word choice

Examples: telling personal anecdotes, reporting on current events, reading personal poems

C			E		
R	L	V	W	S	P

27. Organize for orderly informal debates.

Example: transplanted Europeans versus Native Americans

C			E		
R	L	V	W	S	P

28. Participate in dramatic activities as a means of sharing ideas and feelings.

C			E		
R	L	V	W	S	P

29. Display an extended vocabulary.

- Common foreign words and terms
- Specialized and technical terms
- Analogies
- Formal and informal

C			E		
R	L	V	W	S	P

30. Use audiovisual aids in presentations.

Eleventh Grade

Students in the eleventh grade are making important life decisions. Many of them make career decisions such as obtaining jobs, joining the military, or choosing either university study or technical and/or vocational training. They take various examinations such as required state tests and college entrance examinations. The language arts teacher plays an important role in helping students prepare for these and other challenges through building on skills and concepts that students have acquired and helping students mature in the various language skills.

In the typical classroom, students may be involved in varied activities: reading from primarily twentieth-century American literature; writing responses to ideas, characters, and author style; and discussing in small and large groups. Students read novels and biographies chosen with teacher guidance; short stories, plays, poetry, and prose from an anthology; and sometimes a novel assigned for all students. At various times groups of students may be making impromptu speeches, editing in pairs, viewing a film, practicing interview skills with a local employer, locating information on the Internet, or researching a topic in American literature or history.

These activities assist the students in becoming more effective communicators who enjoy and appreciate language. Through much of their reading, writing, viewing, and discussing, students examine unique qualities of the American democratic way of life. These activities increase their awareness of America's diverse cultures and heritage brought together by common bonds.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Read for a variety of purposes using appropriate strategies to comprehend.

   Examples: identifying themes or main idea, outlining, drawing conclusions, determining cause and effect, using context clues, following directions, identifying sequence

C			E		
R	L	V	W	S	P

2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

3. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

4. Recognize masterful use of language.

   Examples: word choice, parallelism in structure

C			E		
R	L	V	W	S	P

5. Read selections by American authors and secondary sources by literary critics (1900 to the present).

C			E		
R	L	V	W	S	P

6. Evaluate effectiveness of literary devices in poetry and prose.

C			E		
R	L	V	W	S	P

7. Recognize the style of selected American authors (1900 to the present).

   Examples: Ernest Hemingway, Langston Hughes, Alice Walker, Amy Tan

C			E		
R	L	V	W	S	P

8. Apply critical reading skills with expository, editorial, and narrative materials recognizing aspects that affect meaning.

   - Propaganda
   - Bias
   - Tone
   - Mood
   - Logical fallacies

C			E		
R	L	V	W	S	P

9. Differentiate points of view.

   Examples: respecting opposing opinions, recognizing implied meanings, making group decisions in an orderly fashion

C			E		
R	L	V	W	S	P

10. Compare content and literary form among several selections of anthologized literature and among selected student writings.

    Examples: poetic form, novel structure, point of view

C			E		
R	L	V	W	S	P

11. Apply critical reading and viewing skills to analysis of print and nonprint media.

    - Universal interest
    - Artistic value and literary elements
    - Propaganda content
    - Audience appropriateness

C			E		
R	L	V	W	S	P

12. Employ critical listening skills in class discussions, lectures, and speeches—noting aspects that affect meaning.

    - Main idea
    - Supporting ideas
    - Bias
    - Propaganda
    - Fallacious thinking

C			E		
R	L	V	W	S	P

13. Discern the organizational patterns and transitional devices in written materials and in oral or visual presentations.

C			E		
R	L	V	W	S	P

14. Exhibit an effective personal study style.

    Examples: previewing, predicting, taking notes, summarizing

C			E		
R	L	V	W	S	P

15. Justify personal opinions about authors, issues, styles, and trends in American literature.

11th

C			E		
R	L	V	W	S	P

16. Explain personal selections in reading material by describing preferences in authors' styles.

C			E		
R	L	V	W	S	P

17. Describe the general development of American literature emphasizing twentieth-century writings.

    Examples: chronology, genre, style, theme

C			E		
R	L	V	W	S	P

18. Demonstrate vocabulary development in reading comprehension, writing, and speaking.

C			E		
R	L	V	W	S	P

19. Produce an essay or speech imitating the style of a successful author or public figure.

    Examples: descriptive passages by Annie Dillard; parallel sentence structures of Martin L. King, Jr.; personal point of view of Henry D. Thoreau

C			E		
R	L	V	W	S	P

20. Apply specific evaluation procedures to one's own reading, studying, and writing*.

    Examples: using a teacher-developed checklist, responding to teacher's comments in a response journal

C			E		
R	L	V	W	S	P

21. Demonstrate proficiency in using language terminology and in applying language concepts.

- Capitalization
- Punctuation
  - Commas for items in a series, direct address, nonrestrictive appositives and phrases including parenthetical expressions, introductory adverb clauses, nominative absolutes, and direct quotations
  - Apostrophe for possessives
  - Periods for abbreviations
  - Underlining or italicizing certain titles
  - Quotation marks for direct quotation and for certain titles
  - Ellipses
  - Parentheses
  - Hyphens including suspended hyphens
  - Slashes
  - Colons
  - Semicolons
- Grammar, usage, and spelling
  - Subject-verb agreement including in subjunctive mood and with noun clause as subject
  - Noun and verb forms
  - Pronoun-antecedent agreement
  - Avoidance of double negatives, fragments, run-ons, comma splices, shifts in verb tense, passive voice, redundancy, ambiguity, stilted or artificial language, and homonym confusion
  - Appropriate subordination
  - Placement of modifiers
  - Pronoun case, number, and gender
  - Parallelism of all types

- Use of numerals or words

*See content standard 21 for specific concepts.

11th

C			E		
R	L	V	W	S	P

22. Conduct individual research using all aspects of the research process.

- Managing information
  Examples: locating, selecting, retrieving, evaluating
- Documenting information
  Example: correct use of copyrighted materials
- Organizing information
  Examples: supporting a thesis, following a style sheet, selecting a presentation method
- Presenting information
  Examples: literary topic, career study, historical research

C			E		
R	L	V	W	S	P

23. Demonstrate proficiency in using available technology for expression and learning.

C			E		
R	L	V	W	S	P

24. Participate constructively in classroom and small-group discussion.

- Listening
- Speaking

C			E		
R	L	V	W	S	P

25. Participate in informal debate.

C			E		
R	L	V	W	S	P

26. Demonstrate appropriate interview skills.

- Planning
- Participating
- Responding

C			E		
R	L	V	W	S	P

27. Write for a variety of purposes, audiences, and occasions both formal and informal.

C			E		
R	L	V	W	S	P

28. Write for practical and personal purposes.

Examples: résumés, applications, forms, editorials, speeches, advertisements, business and friendly letters, essays, journals, diaries

C			E		
R	L	V	W	S	P

29. Write creatively in a variety of genres.

Examples: poetry, prose, drama

C			E		
R	L	V	W	S	P

30. Use literary devices in poetry, narratives, and exposition.

- Figurative language
- Analogy

C			E		
R	L	V	W	S	P

31. Adjust tone, word choice, and content when participating in interviews for various purposes.

Examples: job interviews, research interviews

C			E		
R	L	V	W	S	P

32. Produce effective, planned oral presentations.

- Word choice
- Logical and valid content
- Poise
- Tone
- Mood

Examples: book reports, oral interpretations, reports on events, critiques of television documentaries

Twelfth Grade

The twelfth grade is a transitional point in students' lives. They are beginning to realize both the pleasure and value in writing and speaking well, in reading a variety of printed materials, and in becoming selective viewers of electronic media and film. They are maturing and developing an aesthetic appreciation for literature and discovering their cultural and personal identities. The twelfth-grade language arts program enhances appreciation for literature and prepares students for futures as lifelong learners.

The importance of comprehending on many levels is a focus for the students. Although few new skills are introduced at this level, students engage in critical listening, viewing, and reading activities designed to integrate the strands of the language arts and further develop their thinking and problem-solving abilities. They improve their speaking, writing, and presenting skills. Students analyze and evaluate British literature to gain insight into English language cultures and to understand further literary art.

This grade's content focuses on students' preparations for adulthood and the refinement of their communication skills. English teachers are encouraged to work with social studies teachers on common writing assignments. As a culmination of K-12 language arts growth, a major objective of this year's study is that students become self-directed, independent lifelong learners. Whether students plan to enter the world of work or to continue formal education, the program provides both practical and aesthetic experiences.

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Comprehend a variety of reading materials by applying appropriate strategies.

   Examples: identifying the tone, mood, theme or main idea, and supporting details; representing organizational structure with a graphic organizer; noting figurative language

C			E		
R	L	V	W	S	P

2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.

C			E		
R	L	V	W	S	P

3. Demonstrate reading improvement gained through substantial amounts of daily reading.

C			E		
R	L	V	W	S	P

4. Read for pleasure and research selections from British literature.

C			E		
R	L	V	W	S	P

5. Recognize tone, diction, imagery, figurative language, and mood through inferential and interpretive reading, listening, and viewing.

11th

C			E		
R	L	V	W	S	P

6. Characterize the styles of selected authors.

   Examples: use of figures of speech, literary devices

C			E		
R	L	V	W	S	P

7. Evaluate literature for its historical significance, moral significance, and universality.

C			E		
R	L	V	W	S	P

8. Apply critical and creative thinking when selecting nonprint or print media for viewing or reading.

C			E		
R	L	V	W	S	P

9. Recall the general historical development of language and literature in the British Isles.

   - Anglo-Saxon
   - Middle English
   - Modern English

   Example: explaining the etymology of *wyrd* in the context of Beowulf

C			E		
R	L	V	W	S	P

10. Listen effectively in a wide range of circumstances.

C			E		
R	L	V	W	S	P

11. Formulate strategies to locate, select, and evaluate research materials.

    - Primary and secondary sources
    - Library research
      Examples: computerized data, cataloging systems, Reader's Guide, reference books
    - Databases

C			E		
R	L	V	W	S	P

12. Demonstrate mastery of effective study skills.

C			E		
R	L	V	W	S	P

13. Synthesize information from primary and secondary sources for research.

C			E		
R	L	V	W	S	P

14. Interpret and evaluate oral and written material.

C			E		
R	L	V	W	S	P

15. Express effectively opinions about literary topics in group discussions.

C			E		
R	L	V	W	S	P

16. Articulate others' positions as expressed in lecture, speech, film, informal debate, and group discussion.

    Examples: identifying tone, mood, and implied meaning; understanding body language; exhibiting body language of an active listener; applying appropriate strategies of one's learning style

12th

C			E		
R	L	V	W	S	P

17. Respond critically to argument.

    Examples: group discussion, conferences, debates, media advertisements, editorials

C			E		
R	L	V	W	S	P

18. Employ the research process to support a thesis.

    - Managing information
      Examples: locating, selecting, retrieving, evaluating
    - Documenting information
      Example: correct use of copyrighted materials
    - Organizing information
      Examples: selecting a presentation method, following a style sheet
    - Presenting information
      Example: literature-based research paper

C			E		
R	L	V	W	S	P

19. Use available modern technology for a variety of communication purposes.

    Examples: e-mail, Internet, databases, multimedia presentation programs

C			E		
R	L	V	W	S	P

20. Ask and answer questions coherently and concisely.

C			E		
R	L	V	W	S	P

21. Write for a variety of purposes.

    Examples: editorials, reports, poetry, critical essays, advertisements, résumés, creative writing, personal writing

C			E		
R	L	V	W	S	P

22. Write for specific audiences.

    Examples: prospective employers, peers, community

C			E		
R	L	V	W	S	P

23. Demonstrate mastery of language terms and applications of concepts.

- Capitalization and spelling
- Punctuation
  - Commas for items in a series, direct address, nonrestrictive appositives and phrases, introductory adverb clauses, nominative absolutes, and direct quotations
  - Periods for abbreviations
  - Underlining or italicizing of certain titles
  - Quotation marks for direct quotation and for certain titles
  - Ellipses
  - Parentheses
  - Hyphens including suspended hyphens
  - Slashes
  - Colons
  - Semicolons
- Grammar and usage
  - Subject-verb agreement with compound subject, with intervening phrases, with noun clause as subject, and in subjunctive mood
  - Noun and verb forms
  - Pronoun-antecedent agreement
  - Avoidance of double negatives, fragments, run-ons, comma splices, shifts in verb tense, passive voice, redundancy, ambiguity, and stilted or artificial language
  - Appropriate subordination
  - Placement of modifiers
  - Pronoun case, number, and gender
  - Parallelism of all types
  - Use of numerals or words
  - Hyphenation of number and noun modifiers
    Example: two-piece suit

C			E		
R	L	V	W	S	P

24. Revise and edit written drafts applying conventions of standard English.*

C			E		
R	L	V	W	S	P

25. Write to clarify opinions and interpretations.

C			E		
R	L	V	W	S	P

26. Use precise vocabulary in writing and speaking.

C			E		
R	L	V	W	S	P

27. Apply conventions of standard English, appropriate diction, and proper tone in class discussions.

C			E		
R	L	V	W	S	P

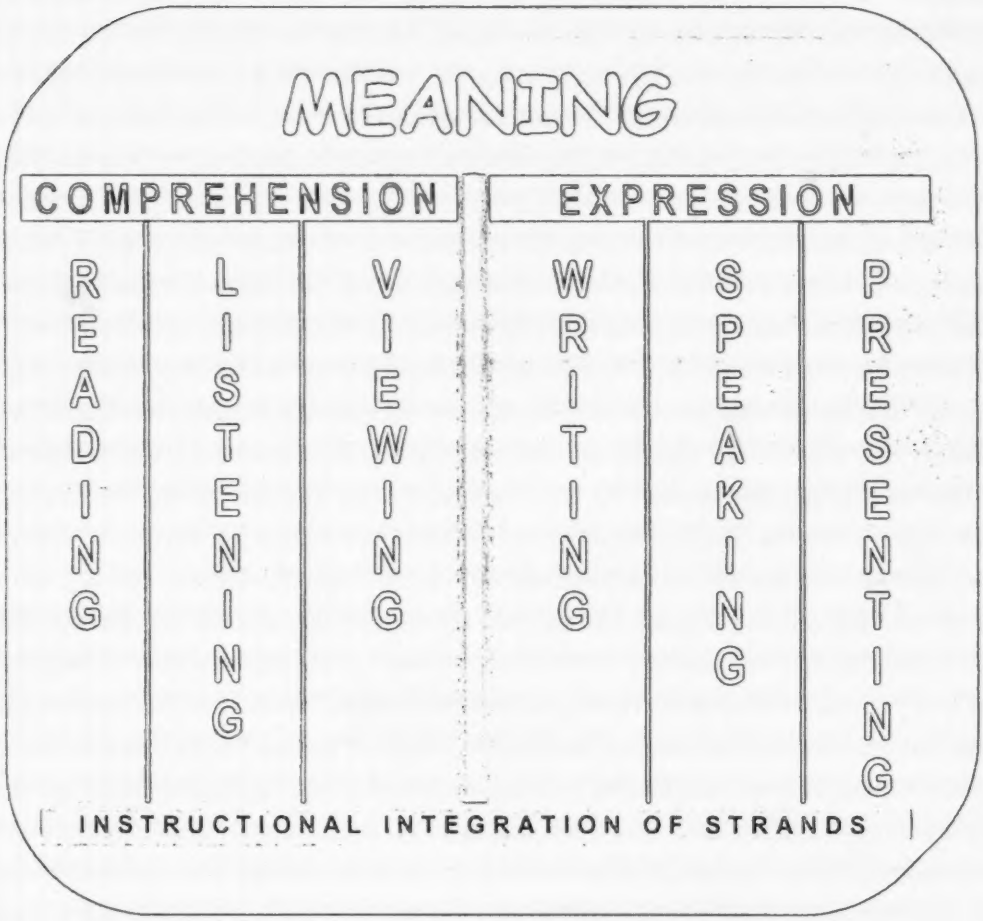
28. Produce formal oral presentations for a variety of purposes.

Examples: persuading, entertaining, informing, explaining

12th

*See content standard 23 for specific concepts.

Alabama Occupational Diploma
Employment English, 9-12



Alabama Occupational Diploma Program Grades 9-12 Overview

Employment English Courses I-IV

The Alabama Administrative Code specifies four Employment English courses necessary for students with disabilities to meet graduation requirements for the Alabama Occupational Diploma. The Employment English courses in Grades 9-12 are preparatory courses designed to enable students with disabilities to become self-sufficient, independent, tax-paying adult citizens within the community.

Employment English courses delineate functional content standards necessary for achieving reading, writing, and language competency in the workplace and in community life. Reading focuses on decoding and comprehending essential information. Writing emphasizes expressing meaning and using written information to communicate effectively with others. The mechanics, grammar, and usage conventions of standard English will be integrated into the four courses. The student is expected to acquire and master the skills that will provide a successful inclusion into the community and workplace.

Employment English I provides a foundation for the development of various skills. These skills are essential to the student's success. This level focuses on gaining basic knowledge in the areas of reading, writing, speaking, and listening that will lead to successful transition to community and work environments. Skills taught address the areas of following directions, listening, communication, vocabulary development, comprehension, writing, and language usage.

Employment English II expands and builds on the foundation skills. These skills are used to begin the practical application through school-based work instruction and community experiences. Student understanding is monitored and assessed regularly to ensure the successful advancement to the next level.

Employment English III emphasizes application of previously learned skills through community-based work training and classroom experiences. Students demonstrate proficiency in acquired skills by rotation through various work experiences. Students exhibit increased knowledge of reading, writing, and language usage through interaction within the school, community, and work settings. Student performance is monitored and documented frequently to ensure success.

Employment English IV allows students the opportunity to demonstrate previously taught skills and to acquire increased proficiency through practice in specific work settings. Assistance is given in seeking, securing, and maintaining competitive employment. Students demonstrate learned skills as they successfully make the transition from school to community and competitive employment.

ALABAMA OCCUPATIONAL DIPLOMA PROGRAM

Content Emphases

Employment English I: Ninth Grade

Knowledge

- Directions
- Listening Skills
- Communication Skills
- Vocabulary Development
- Comprehension Skills
- Writing Skills
- Language Usage

Employment English II: Tenth Grade

Comprehension

- Directions
- Listening Skills
- Communication Skills
- Vocabulary Development
- Comprehension Skills
- Writing Skills
- Language Usage

Employment English III: Eleventh Grade

Application

- Directions
- Listening Skills
- Communication Skills
- Vocabulary Development
- Comprehension Skills
- Writing Skills
- Language Usage

Employment English IV: Twelfth Grade

Application

- Directions
- Listening Skills
- Communication Skills
- Vocabulary Development
- Comprehension Skills
- Writing Skills
- Language Usage

Employment English I
Ninth Grade

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Recognize main idea in written, oral, and visual formats.

   Examples: stories, informational articles, videos

C			E		
R	L	V	W	S	P

2. Follow simple oral and written directions given in a variety of situations.

   Examples: recipes, medical and/or prescription instructions and information, combination locks, informational video

C			E		
R	L	V	W	S	P

3. Use personal learning strategies to gain meaning from written material.

   Examples: using mnemonic devices, skimming, predicting, underlining, highlighting, summarizing, outlining, taking notes

C			E		
R	L	V	W	S	P

4. Determine when more information is needed and ask appropriate questions.

C			E		
R	L	V	W	S	P

5. Determine when argument and propaganda are being used in written, oral, and visual forms.

   - Fact versus opinion
   - Bandwagon (joining the crowd)
   - Appeal to emotions

C			E		
R	L	V	W	S	P

6. Read to gain information needed in daily living.

   Examples: telephone books, labels and signs, consumer product information, calendar/atlas, instructions, warranties, common bill statements, common application terms, directions or rules posted in public places, schedules for transportation

C			E		
R	L	V	W	S	P

7. Read and comprehend information from textual material.

   Examples: books, catalogs, encyclopedias, career information, dictionaries, newspapers, personal letters, messages

C			E		
R	L	V	W	S	P

8. Identify and use various sequential patterns to organize information.

   Examples: chronological order, spatial order, order of importance, alphabetical order

Employment English I
Ninth Grade

C			E		
R	L	V	W	S	P

9. Explain the definitions of terms related to the workplace and to daily living.

- Basic survival vocabulary
  - Employment
  - Safety
  - Information
    Examples: calendar, TV log, atlas, almanac
  - Food and cooking
  - Personal needs
  - Home and school
- Basic computer vocabulary
  Examples: monitor, keyboard, mouse, modem, printer

C			E		
R	L	V	W	S	P

10. Use appropriate vocabulary in writing, speaking, and presenting.

C			E		
R	L	V	W	S	P

11. Use appropriate oral language.

Examples: workplace, leisure

C			E		
R	L	V	W	S	P

12. Use the basic conventions of standard English.

- Mechanics
  Example: punctuation
- Usage and syntax
  Examples: subject-verb agreement, avoidance of sentence fragments
- Spelling

C			E		
R	L	V	W	S	P

13. Write to clarify information and to organize thinking.

Examples: grocery list, "to do" list, outlines

C			E		
R	L	V	W	S	P

14. Write to express meaning in personal and business situations.

- Personal
  Examples: letters, thank-you notes, envelopes, request for help/information, journals/diaries
- Business
  Examples: application, résumé, business correspondence

C			E		
R	L	V	W	S	P

15. Communicate by telephone and/or other communication devices.

- Exhibit appropriate etiquette
- Leave and take messages
- Identify procedures to:
  - Request information
  - Order goods and services
  - Arrange an appointment or make a reservation
  - Report problems

C			E		
R	L	V	W	S	P

16. Develop communication skills through the effective use of tone, inflection, tempo, enunciation, pronunciation, eye contact, and body language.

C			E		
R	L	V	W	S	P

17. Demonstrate effective oral communication in personal and school situations.

    Examples: interact within small groups, answer questions when called upon, read one's own writing to peers, give directions/instructions, obtain attention from another person appropriately

C			E		
R	L	V	W	S	P

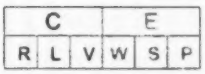
18. Use effective listening and viewing skills in a variety of situations.

    Examples: interpersonal communication, lecture, audiovisual presentation

Employment English II
Tenth Grade

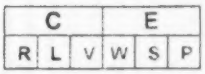
Minimum Required Content

Students will



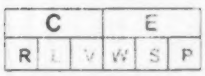
1. Recognize main idea in written, oral, and visual formats.

   Examples: stories, informational articles, videos



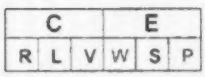
2. Follow simple oral and written directions given in a variety of situations.

   Examples: recipes, medical and/or prescription instructions and information, combination locks, informational videos

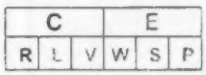


3. Use personal learning strategies to gain meaning from written material.

   Examples: using mnemonic devices, skimming, predicting, underlining, highlighting, summarizing, outlining, taking notes

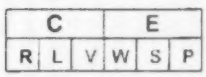


4. Determine when more information is needed and ask appropriate questions.



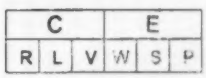
5. Read to gain information needed in daily living.

   Examples: instructions, common applications, lease and credit agreements, schedules for transportation, work manuals, newspaper want ads, work schedules, business correspondence



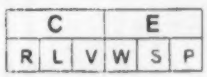
6. Read and comprehend information from textual material.

   Examples: books, catalogs, encyclopedias, career information, dictionaries, newspapers, personal letters, messages



7. Read and view nonprint and print media critically and selectively.

   Examples: apply a personal criterion to limit use of television, discern the reliability of Internet information



8. Increase knowledge of appropriate technology and/or software in the communication process.

   Examples: word processors, fax machines, telecommunication devices for the deaf (TDD), Internet, augmentative communication devices, copier machines

C			E		
R	L	V	W	S	P

9. Demonstrate the basic conventions of standard English.

   - Mechanics
   - Usage and syntax
   - Spelling

C			E		
R	L	V	W	S	P

10. Write to clarify information and to organize thinking.

    Examples: grocery list, "to do" list, outlines

C			E		
R	L	V	W	S	P

11. Select and use various sequential patterns to organize information.

    Examples: chronological order, spatial order, order of importance, alphabetical order

C			E		
R	L	V	W	S	P

12. Write to express meaning in personal and business situations.

    - Personal
      Examples: letters, thank-you notes, envelopes, request for help/information, journals/diaries
    - Business
      Examples: application, résumé, business correspondence

C			E		
R	L	V	W	S	P

13. Communicate by telephone and/or other communication devices.

    - Exhibit appropriate etiquette
    - Leave and take messages
    - Identify procedures to:
      - Request information
      - Order goods and services
      - Arrange an appointment or making a reservation
      - Report problems

C			E		
R	L	V	W	S	P

14. Exhibit appropriate job interview skills.

    - Employ appropriate communication skills
    - Demonstrate personal behaviors that are important in a job interview
    - Choose appropriate attire for a job interview
    - Practice giving appropriate answers to questions that might be asked in a job interview
    - Practice questions that one may want to ask in an interview
      Examples: hours, benefits, salary/wages, working conditions, job tasks/responsibilities
    - Role-play a job interview correctly

C			E		
R	L	V	W	S	P

15. Apply communication skills through the effective use of tone, inflection, tempo, enunciation, pronunciation, eye contact, and body language.

Employment English II
Tenth Grade

C			E		
R	L	V	W	S	P

16. Speak successfully in a variety of situations.

- Anxiety control
- Clarity through word choice

Examples: telling personal anecdotes, reporting on current events, reading personal writings

C			E		
R	L	V	W	S	P

17. Demonstrate effective oral communication in personal and employment situations.

Examples: interact within small groups, phrase questions appropriately, restate for clarification, express and defend one's opinion, register a complaint, give directions/instructions

C			E		
R	L	V	W	S	P

18. Exhibit listening and viewing skills in a variety of situations.

Examples: interpersonal communication, lecture, audiovisual presentation

Employment English III
Eleventh Grade

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Recognize main idea in written, oral, and visual formats.

   Examples: stories, informational articles, videos

C			E		
R	L	V	W	S	P

2. Follow simple oral and written directions given in a variety of situations.

   Examples: recipes, medical and/or prescription instructions and information

C			E		
R	L	V	W	S	P

3. Use personal learning strategies to gain meaning from written material.

   Examples: predicting, taking notes, underlining, highlighting, paraphrasing, partner work, small-group discussion, question-and-answer development

C			E		
R	L	V	W	S	P

4. Read and comprehend textual information to gain information.

   - Community
     Examples: newspaper, transportation schedules, lease and credit agreements
   - Employment
     Examples: memoranda, work manuals, employment-related materials
   - Leisure
     Examples: books, magazines

C			E		
R	L	V	W	S	P

5. Apply critical reading and viewing skills to analysis of print and nonprint media.

   Examples: television, Internet, film

C			E		
R	L	V	W	S	P

6. Exhibit vocabulary development.

   - Employment vocabulary
   - Common abbreviations
   - Basic computer terminology
     Examples: monitor, keyboard

C			E		
R	L	V	W	S	P

7. Demonstrate use of appropriate technology and software in the communication process.

   Examples: word processors, fax machines, telecommunication devices for the deaf (TDD), Internet, augmentative communication devices

Employment English II
Tenth Grade

Employment English III
Eleventh Grade

C			E		
R	L	V	W	S	P

8. Demonstrate the basic conventions of standard English.

   - Mechanics
   - Usage and syntax
   - Spelling

C			E		
R	L	V	W	S	P

9. Write to clarify information and to organize thinking.

   Examples: grocery list, "to do" list, outlines

C			E		
R	L	V	W	S	P

10. Express personal opinions in small groups, in class discussions, and through writing.

C			E		
R	L	V	W	S	P

11. Write to express meaning in personal and business situations.

C			E		
R	L	V	W	S	P

12. Demonstrate appropriate job interview skills.

   - Employ appropriate communication skills
   - Demonstrate personal behaviors that are important in a job interview
   - Choose proper attire for a job interview
   - Practice giving appropriate answers to questions that might be asked in a job interview
   - Practice questions that one may want to ask in an interview
     Examples: hours, benefits, salary/wages, working conditions, job tasks/responsibilities
   - Role-play a job interview correctly

C			E		
R	L	V	W	S	P

13. Apply communication skills through the effective use of tone, inflection, tempo, enunciation, pronunciation, eye contact, and body language.

C			E		
R	L	V	W	S	P

14. Exhibit listening skills in a variety of situations.

    Examples: interpersonal communication, lecture, audiovisual presentation

Employment English IV
Twelfth Grade

Minimum Required Content

Students will

C			E		
R	L	V	W	S	P

1. Comprehend and follow oral and written directions given in a variety of situations.

   Examples: employment-related directives, community-related directives

C			E		
R	L	V	W	S	P

2. Read and comprehend textual material to gain information.

   - Community
     Examples: newspaper, transportation schedules, lease and credit agreements
   - Employment
     Examples: memoranda, work manuals, employment-related materials
   - Leisure
     Examples: books, magazines

C			E		
R	L	V	W	S	P

3. Demonstrate use of appropriate technology and/or software in the communication process.

   Examples: word processors, fax machines, telecommunication devices for the deaf (TDD), Internet, augmentative communication devices

C			E		
R	L	V	W	S	P

4. Write for employment purposes.

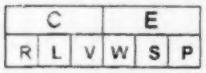
   - Résumés
   - Business letters and envelopes
     Examples: letters to request job applications, letters to accompany applications
   - Business forms
     Example: applications

C			E		
R	L	V	W	S	P

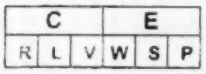
5. Exhibit appropriate job interview skills.

   - Employing appropriate communication skills
   - Demonstrating personal behaviors that are important in a job interview
   - Choosing proper attire for a job interview
   - Practicing appropriate answers to questions that might be asked in a job interview
   - Practicing questions that one may want to ask in an interview
     Examples: hours, benefits, salary/wages, working conditions, job tasks/responsibilities

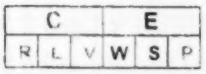
Employment English IV
Twelfth Grade



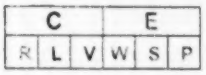
6. Apply communication skills through the effective use of tone, inflection, tempo, enunciation, pronunciation, and eye contact.



7. Communicate effectively in personal and employment situations.



8. Complete a portfolio.



9. Exhibit effective listening and viewing skills in a variety of situations.

   Examples: interpersonal communication, lecture, audiovisual presentation

Student Checklists

The checklists printed in this appendix are intended for use by students in Grades 2-12. Two types of checklists are included.

- Student Checklists for Composing and Revising pages 106-110
- Student Checklists for Editing pages 111-122

Student Checklists for Composing and Revising are provided for Grades 2, 3, 4, and 5-12. These address writing concepts such as content, purpose, audience, organization, and clarity. Student Checklists for Editing for Grades 2-12 reflect the editing phase of the writing process and mastery of grammar, usage, and mechanics in each specific grade. Students may use these checklists for self- or peer-evaluation of their writings. These sample checklists may be used in their entirety, or specific items may be selected for use with different compositions. The checklist from the previous grade is commonly used in the first few weeks of school, and concepts are added from the new list as the teacher provides direct instruction in each new concept.

APPENDIX A

Student Checklists for Composing and Revising

Grade 2	Student Guide for Writing and Revising, page 107
Grade 3	Student Checklist for Composing and Revising, page 108
Grade 4	Student Checklist for Composing and Revising, page 109
Grade 5-12	Student Checklist for Composing and Revising, page 110

GRADE 2

Student Guide for Writing and Revising

1. **PURPOSE**

   a. Is this paper about one main topic? Is it about the assigned topic?
   b. Is it the type of writing assigned (descriptive or narrative)?

2. **CONTENT**

   If Descriptive,
   a. Does the writer describe someone or something?
   b. Has the writer used vivid sensory details?

   If Narrative,
   Does the writing tell what happened through a sequence of events?

3. **AUDIENCE**

   Has the writer used words that are best for the audience?

4. **ORGANIZATION AND CLARITY**

   Does the writer...
   a. Tell a story or describe without wandering from the topic?
   b. Organize so the writing seems complete?
   c. Change paragraphs when the topic changes?
   d. Present ideas so they flow smoothly from one to the next?
   e. Use some variety in length of sentences and kinds of sentences?
   f. Show some kind of creativity?
   g. Use complete sentences with no capitalization or punctuation errors?

APPENDIX A

GRADE 3

Student Checklist for Composing and Revising

1. **PURPOSE–ALL MODES**

   a. Has the writer addressed the topic?
   b. Has the writer used the assigned mode?

2. **CONTENT–BY MODE**

   Descriptive Mode
   a. Does the writer clearly describe someone or something?
   b. Has the writer used vivid sensory details?

   Narrative Mode
   a. Does the writing clearly narrate a sequence of events?
   b. Does it tell explicitly what happened?

   Expository Mode
   a. Does the writing present reasons, explanations, or steps in a process?
   b. Has the writer organized the ideas or steps?
   c. Does the writing include a main idea, supporting details, and a conclusion?

3. **AUDIENCE–ALL MODES**

   a. Does the writer's word choice suit the intended audience?
   b. Does the writer's tone address the audience appropriately?

4. **ORGANIZATION AND CLARITY–ALL MODES**

   Does the writer...
   a. Use one controlling idea without wandering from it (avoiding extraneous sentences)?
   b. Present a planned progression with a sense of overall completeness?
   c. Introduce a topic, develop it thoroughly, and bring it to a conclusion?
   d. Change paragraphs when the topic changes?
   e. Present ideas so that they flow smoothly from one to the next?
   f. Display a strong sense of author control?
   g. Use some variety in sentence formations and structures?
   h. Display creativity in presenting information?
   i. Display proficiency in grammar, usage, and mechanics?

GRADE 4

Student Checklist for Composing and Revising

1. **PURPOSE–ALL MODES**

   a. Has the writer addressed the topic?
   b. Has the writer used the assigned mode?

2. **CONTENT–BY MODE**

   Descriptive Mode
   a. Does the writer clearly describe someone or something?
   b. Has the writer used vivid sensory details?
   c. Are other relevant details used?

   Narrative Mode
   a. Does the writing clearly narrate a sequence of events?
   b. Does it tell explicitly what happened?
   c. Does it provide a definite time frame?

   Expository Mode
   a. Does the writing present reasons, explanations, or steps in a process?
   b. Has the writer used logical order?
   c. Has the writer used appropriate sequencing of steps or ideas?
   d. Does the writing include a main idea, supporting details, and a conclusion?

3. **AUDIENCE–ALL MODES**

   a. Does the writer's word choice reflect a sense of the intended audience?
   b. Does the writer's tone address the audience appropriately?

4. **ORGANIZATION AND CLARITY–ALL MODES**

   Does the writer...
   a. Display a definite plan with a variety of strategies?
   b. Use one controlling idea without wandering from it (avoiding extraneous sentences)?
   c. Show a strong sense of logical progression and overall completeness?
   d. Introduce a topic, develop it thoroughly and enthusiastically, and bring it to a conclusion?
   e. Change paragraphs when topics change.
   f. Present ideas so that they flow smoothly from one to the next using good transition?
   g. Display a strong sense of author control?
   h. Use varied sentence formations and structures with appropriate subordination?
   i. Display creativity in presenting information?
   j. Display proficiency in grammar, usage, and mechanics?

APPENDIX A

GRADES 5–12

Student Checklist for Composing and Revising

1. **PURPOSE–ALL MODES**

   a. Has the writer addressed the topic?
   b. Is the piece presented appropriately in the chosen mode?

2. **CONTENT–BY MODE**

   Descriptive Mode
   a. Does the writer clearly describe someone or something?
   b. Has the writer used vivid sensory details?
   c. Are other relevant details used?

   Narrative Mode
   a. Does the writing clearly narrate a sequence of events?
   b. Does it tell explicitly what happened?
   c. Does it provide a definite time frame?

   Expository Mode
   a. Does the writing present reasons, explanations, or steps in a process?
   b. Has the writer used logical order?
   c. Has the writer used appropriate sequencing of steps or ideas?
   d. Does the writing include a main idea, supporting details, and a conclusion?

   Persuasive Mode
   a. Does the writer present reasons and examples that influence action or thought?
   b. Is an opinion clearly stated with supporting details?

3. **AUDIENCE–ALL MODES**

   a. Does the writer's word choice reflect a sense of the intended audience?
   b. Does the writer's tone address the audience appropriately?

4. **ORGANIZATION AND CLARITY–ALL MODES**

   Does the writer...
   a. Display a definite plan with a variety of strategies?
   b. Use one controlling idea without wandering from it (avoiding extraneous sentences)?
   c. Show a strong sense of logical progression and overall completeness using good transition?
   d. Introduce a topic, develop it thoroughly and enthusiastically, and bring it to a conclusion?
   e. Paragraph according to changes in topics?
   f. Present ideas so that they flow smoothly from one to the next?
   g. Display a strong sense of author control?
   h. Use varied sentence formations and structures with appropriate subordination?
   i. Display creativity in presenting information?
   j. Display proficiency in grammar, usage, and mechanics?

Student Checklists for Editing

Grade 2 Second Grade Student Editing Checklist Resource, page 112

Grade 3 Third Grade Student Editing Checklist Resource, page 113

Grade 4 Fourth Grade Student Editing Checklist Resource, page 114

Grade 5 Fifth Grade Student Checklist for Editing, page 115

Grade 6 Sixth Grade Student Checklist for Editing, page 116

Grade 7 Seventh Grade Student Checklist for Editing, page 117

Grade 8 Eighth Grade Student Checklist for Editing, page 118

Grade 9 Ninth Grade Student Checklist for Editing, page 119

Grade 10 Tenth Grade Student Checklist for Editing, page 120

Grade 11 Eleventh Grade Student Checklist for Editing, page 121

Grade 12 Twelfth Grade Student Checklist for Editing, page 122

APPENDIX A

SECOND GRADE STUDENT EDITING CHECKLIST RESOURCE*

Capitalization

- ☐ First word in a sentence
- ☐ Pronoun I
- ☐ Proper nouns
  - ☐ Days of week
  - ☐ Holidays
  - ☐ Titles of people and books
  - ☐ Months

Punctuation

- ☐ Commas to separate items in a series
- ☐ Comma between city and state and between day of month and year
- ☐ Periods with abbreviations
- ☐ End punctuation
- ☐ Apostrophes with contractions and for possession

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate tense
- ☐ Placement of self last in a sequence (e.g., Jim and I like baseball.)
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling (including plural nouns)

*Some teachers choose to introduce students to the use of a checklist in Grade 2. This list is too long for a second-grader to use as a checklist. Using a checklist in one of the categories or using one concept from each category is recommended.

THIRD GRADE STUDENT EDITING CHECKLIST RESOURCE *

Capitalization

- ☐ First word in sentence
- ☐ Proper nouns
  - ☐ Days of week and names of months
  - ☐ Holidays
  - ☐ Titles of people, books, and works of art

Punctuation

- ☐ Commas before conjunctions in compound sentences
- ☐ Commas to separate items in a series
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative sentences
- ☐ Question marks at end of interrogative sentences
- ☐ Apostrophes with contractions and for possession
- ☐ Exclamation marks at end of exclamatory sentences

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate tense
- ☐ Adjective form
- ☐ Pronoun form
- ☐ Spelling
- ☐ Complete sentences without run-ons or fragments

* Using a list this long is not recommended with third-graders. Using one category at a time or one or two concepts from each on a single checklist is recommended.

FOURTH GRADE STUDENT EDITING CHECKLIST RESOURCE *

Capitalization

- ☐ First word in sentence
- ☐ First word in quotation
- ☐ Proper nouns
- ☐ Titles of people, books, and works of art

Punctuation

- ☐ Commas before conjunction in compound sentence
- ☐ Commas to separate items in a series and with direct quotations
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative sentences
- ☐ Question marks at end of interrogative sentences
- ☐ Quotation marks with dialogue (direct quotation)
- ☐ Apostrophes with contractions and for possession
- ☐ Exclamation marks at end of exclamatory sentences
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with simple subject
- ☐ Appropriate tense
- ☐ Adjective and adverb forms
- ☐ Pronoun form
- ☐ Spelling, especially of commonly confused words (e.g., two and too)
- ☐ Special usage problems such as double negatives
- ☐ Sentence structure
  - ☐ Complete sentences without run-ons or fragments
  - ☐ Avoidance of "stringy" or "on-and-on" sentences

* Using a list this long is not recommended with fourth-graders. Using one category at a time or one or two concepts from each on a single checklist is recommended.

APPENDIX A

FIFTH GRADE STUDENT CHECKLIST FOR EDITING*

Capitalization

- ☐ First word in sentence
- ☐ First word in quotation
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, and works of art
- ☐ Parts of a letter (salutation, closing)

Punctuation

- ☐ Commas to set off appositives
- ☐ Commas before conjunction in compound sentence
- ☐ Commas to separate items in a series, after direct address, and in direct quotations
- ☐ Colons to introduce a list
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative and imperative sentences
- ☐ Question marks after interrogative sentences
- ☐ Quotation marks with dialogue (direct quotation)
- ☐ Quotation marks for short stories and poem titles
- ☐ Apostrophes with contractions and for possession
- ☐ Exclamation marks at end of exclamatory sentences
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with simple subject
- ☐ Appropriate tense
- ☐ Adjective and adverb forms
- ☐ Pronoun form
- ☐ Spelling, especially of commonly confused words (e.g., two, too, and to)
- ☐ Special usage problems such as double negatives
- ☐ Sentence structure
  - ☐ Complete sentences without run-ons or fragments
  - ☐ Structural variety without "stringy" or "on-and-on" sentences

* The checklist for fifth-graders should not be this long until near the end of the school year. Initially, the fifth-grade checklist should be approximately one-fourth this long, adding concepts as they are reviewed or taught.

SIXTH GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ First word in quotation
- ☐ Proper nouns and adjectives
- ☐ Regions of the country
- ☐ Titles of people, books, and works of art

Punctuation

- ☐ Commas to set off appositives
- ☐ Commas before coordinate conjunctions in compound sentences
- ☐ Commas to separate items in a series
- ☐ Colons to introduce lists
- ☐ Quotation marks with dialogue (direct quotation)
- ☐ Apostrophes with contractions and for possession
- ☐ End punctuation
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Adverb and adjective form
- ☐ Appropriate tense with no awkward shifts
- ☐ Subject-verb agreement
- ☐ Pronoun case
- ☐ Special usage problems such as double negatives, homonym confusion, and redundancy
- ☐ Spelling
- ☐ Sentence structure
  - ☐ Complete sentences without run-ons or fragments
  - ☐ Structural variety without "stringy" or "on-and-on" sentences

APPENDIX A

SEVENTH GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ Proper nouns and adjectives
- ☐ Regions of the country
- ☐ Titles of people, books, and works of art (including paintings and films)
- ☐ First word in quotation

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off appositives, with introductory elements, and before coordinate conjunctions in compound sentences
- ☐ Colons to introduce lists
- ☐ Quotation marks with direct quotations
- ☐ Semicolon between independent clauses with no conjunction
- ☐ Apostrophes for possession
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Adjective and adverb forms
- ☐ Appropriate tense with no awkward shifts
- ☐ Subject-verb agreement (intervening phrases)
- ☐ Pronoun case
- ☐ Pronoun-antecedent agreement
- ☐ Special usage problems such as double negatives and redundancy
- ☐ Spelling
- ☐ Sentence structure
  - ☐ Complete sentences without run-ons or fragments
  - ☐ Structural variety without "stringy" or "on-and-on" sentences

APPENDIX A

EIGHTH GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ First word in quotation
- ☐ Proper nouns and adjectives
- ☐ Regions of the country
- ☐ Titles of people, books, paintings, films, and ships

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonessential appositives
- ☐ Commas with introductory elements
- ☐ Commas before coordinate conjunctions in compound sentences
- ☐ Colons to introduce lists
- ☐ Quotation marks with direct quotations
- ☐ Semicolon between independent clauses with no conjunction
- ☐ Apostrophes for possession
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Adverb and adjective forms
- ☐ Appropriate tense with no awkward shifts
- ☐ Subject-verb agreement (compound subjects and intervening phrases)
- ☐ Pronoun case
- ☐ Pronoun-antecedent agreement
- ☐ Variety and precision in word choice
- ☐ Special usage problems such as word choice involving redundancy and commonly confused words (e.g., hair, hare) and other spelling
- ☐ Sentence structure
  - ☐ Complete sentences without run-ons, fragments, "stringy" or "on-and-on" sentences
  - ☐ Structural variety

APPENDIX A

NINTH GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ Proper nouns and adjectives
- ☐ Regions of the country
- ☐ Courtesy titles, books, paintings ships, videos

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas before conjunctions in compound sentences, after direct address, in salutations of friendly letters, to set off non-restrictive phrases and clauses
- ☐ Commas with introductory elements and introductory adverb clauses
- ☐ Colons
- ☐ Semicolon between independent clauses with no conjunction
- ☐ End punctuation
- ☐ Periods with abbreviations
- ☐ Apostrophes for possession
- ☐ Underlining or italics for book titles
- ☐ Quotation marks for certain titles and direct quotations

Grammar, Usage, and Spelling

- ☐ Pronoun-antecedent agreement
- ☐ Subject-verb agreement
- ☐ Pronoun case
- ☐ Appropriate tense with no awkward shifts
- ☐ Special usage problems such as word choice involving commonly confused words and double negatives
- ☐ Spelling
- ☐ Sentence structure
  - ☐ Complete sentences without run-ons, fragments, comma splices, or "on-and-ons"
  - ☐ Placement of modifiers and appropriate subordination
  - ☐ Parallel structure

APPENDIX A

TENTH GRADE STUDENT CHECKLIST FOR EDITING

Capitalization

- ☐ Proper nouns and adjectives
- ☐ Regions of the country
- ☐ Courtesy titles, books, works of art, videos

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas after direct address and after introductory adverb clauses
- ☐ Commas in salutations of friendly letters
- ☐ Commas to set off non-restrictive clauses, appositives, and other phrases including parenthetical expressions
- ☐ Commas before conjunctions in compound sentences
- ☐ Parentheses, hyphens, and ellipses
- ☐ Colons and semicolons
- ☐ Underlining or italics of books, videos, and movies
- ☐ Quotation marks with titles of poems, short stories, and chapters and with direct quotations
- ☐ Quotation marks with end punctuation
- ☐ Apostrophes for possessives
- ☐ Periods with abbreviations

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Pronoun-antecedent agreement
- ☐ Pronoun case, number, and gender
- ☐ Placement of modifiers
- ☐ Appropriate tense with no awkward shifts
- ☐ Appropriate word choice to achieve vivid description and clarity
- ☐ Special usage problems such as subject-verb agreement with indefinite pronoun
- ☐ Spelling, including commonly confused words
- ☐ Active voice (primarily)
- ☐ Sentence structure
  - ☐ Complete sentences without run-ons, fragments, or comma splices
  - ☐ Appropriate subordination and placement of modifiers
  - ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)
  - ☐ Parallel structure within lists, among clauses and phrases

APPENDIX A

ELEVENTH GRADE STUDENT CHECKLIST FOR EDITING

Punctuation

- ☐ Commas to separate items in a series
- ☐ Comma after direct address
- ☐ Commas to set off non-restrictive clauses, appositives, and other phrases including parenthetical expressions
- ☐ Commas before conjunctions in compound sentences
- ☐ Commas with nominative absolutes
- ☐ Parentheses, hyphens, suspended hyphens, and slashes
- ☐ Colons and semicolons
- ☐ Ellipses
- ☐ Underlining or italics with book, video, movie, and ship titles
- ☐ Quotation marks with titles of poems, short stories, and chapters and with direct quotations
- ☐ Quotation marks with end punctuation (after periods, before or after question marks)
- ☐ Periods with abbreviations
- ☐ Apostrophes

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement (all)
- ☐ Pronoun-antecedent agreement
- ☐ Pronoun case, number, and gender
- ☐ Placement of modifiers
- ☐ Appropriate tense with no awkward shifts
- ☐ Active voice (primarily)
- ☐ Clarity (no ambiguous, stilted, or artificial language)
- ☐ Word choice (variety, vivid description, accuracy, lack of redundancy)
- ☐ Spelling
- ☐ Special usage problems such as suspended hyphens; words versus numerals; double negatives; and subject-verb agreement with noun clause as subject, with intervening phrases, and with subjunctive mood
- ☐ Sentence structure
  - ☐ Complete sentences without run-ons, fragments, or comma splices
  - ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)
  - ☐ Appropriate subordination
  - ☐ Placement of modifiers
  - ☐ Parallelism of all types

APPENDIX A

TWELFTH GRADE STUDENT CHECKLIST FOR EDITING

Punctuation

- ☐ Commas to set off non-restrictive clauses, appositives, and other phrases including parenthetical expressions
- ☐ Commas to separate items in a series
- ☐ Comma after direct address
- ☐ Commas with nominative absolutes
- ☐ Colons and semicolons
- ☐ Hyphens, dashes, parentheses, brackets, slashes, and ellipses
- ☐ Underlining or italics
- ☐ Quotation marks
- ☐ Abbreviations
- ☐ Apostrophes

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Pronoun-antecedent agreement
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Avoidance of split infinitives
- ☐ Active voice (primarily)
- ☐ Pronoun case, number, and gender
- ☐ Word choice (variety, vivid or colorful description, precision and accuracy)
- ☐ Avoidance of wordiness and redundancy
- ☐ Clarity (no ambiguous, stilted, or artificial language)
- ☐ Special usage problems such as suspended hyphens; words versus numerals; double negatives; number and noun modifier; compound noun modifiers (adjective-noun and noun-noun); subject-verb agreement with intervening phrases and clauses; and agreement in subjunctive mood
- ☐ Spelling
- ☐ Sentence structure
  - ☐ Introductory adverb clauses
  - ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)
  - ☐ Appropriate subordination and placement of modifiers
  - ☐ Parallelism of all types

Developing a Local Reading List

Teachers in some schools and systems desire lists of authors or titles for common reading assignments or for recommended independent reading. Such lists are best developed locally and are most helpful when updated frequently. One procedure for developing a reading list is described here. Following the procedure are lists of authors and titles that may be used in such a process. These books are considered by this Committee to be appropriate in artistic quality, reading level, and content for many Alabama students at the grade levels suggested. These lists are not intended to substitute for a locally developed reading list. Differences among students, schools, and communities cause the Committee to refrain from presenting a required or recommended list to be used by every school and system. The Committee recommends that each school system follow a pattern similar to the one given here to establish its reading list.

1. Collect lists that may be adapted or used as resources including the one on the following pages, Caldecott and Newbery Award Winners, lists of the American Library Association and the National Council of Teachers of English, and lists intended to reflect a consensus of canonical works (e.g., Harold Bloom, *The Western Canon* and E. D. Hirsch and John Holden, *Books to Build On: A Grade-by-Grade Resource Guide for Parents and Teachers*).

2. Collect suggested lists developed by interested teachers, parents, or other community members.

3. Share and review all lists in a meeting in which teachers and media specialists from all schools are represented.

4. Establish a rationale/criteria for determining which books will be eliminated or placed on the local list by grade level or grade spans (e.g., more than one teacher has read the book; more than one teacher objects to the book; appropriate literary quality, interest level, and readability level).

5. Decide which books will be taught each year to the entire class or used for small-group reading.

6. Present the list and applicable requirements for central office or board approval.

7. Review the list and requirements periodically. Present any changes for appropriate approval.

APPENDIX B

Local Reading List Development

The following lists provide examples of the variety of genres, titles, and authors that may be included on a local reading list. Included are classics, historical novels, contemporary and other twentieth-century fiction, nonfiction, drama, and collections of poetry. The lists for Grades 6-8 and 9-12 do not include many of the most frequently taught selections since they are usually available in anthologies. These selections include Shakespearean plays; passages from the Bible taught as literature; and poems by such poets as Frost, Dickinson, and Sandburg. While selections from the list may be chosen for classroom instruction, these titles are primarily for independent reading or supplemental classroom instruction and are not intended to replace traditional selections studied by an entire class.

Examples of Authors and Titles, Grades K-2

Aesop	Aesop's Fables
Harry Allard	Miss Nelson books
Hans Christian Andersen	Collections of Fairy Tales
Frank Asch	*Little Bear*
Byrd Baylor	*Amigo*
Ludwig Bemelmans	*Madeline*
Bible authors, various	*The Bible* as literature such as stories about Noah and the Ark and Daniel in the Lion's Den
Judy Blume	*Freckle Juice*
Michael Bond	*Paddington Bear*
Norman Bridwell	*Clifford*
Marc Brown	Arthur stories
Margaret Wise Brown	*The Runaway Bunny*
Eve Bunting	*Fly Away Home*
Eric Carle	*The Very Hungry Caterpillar*
Nancy Carlstrom	Jesse Bear books
Beverly Cleary	*The Growing Feet*
Joanna Cole	*Anna Banana, 101 Jump Rope Rhymes*
Joanna Cole	*The Magic School Bus*
Barbara Cooney	*Miss Rumphius*
Stephen Cosgrove	Serendipity books
Joy Cowley	*Mrs. Wishy Washy*
Donald Crews	*School Bus*
Pat Cummings	*Jimmy Lee Did It*
Walter de la Mare	*Poems for Young People*
Tomie DePaola	*Popcorn Book*
P. D. Eastman	*Go Dog Go*
Barbara Esbensen	*Who Shrank My Grandmother's House?*
Mem Fox	*Possum Magic*
Theodore Geisel (Dr. Seuss)	*The Cat in the Hat*
Charles Ghinga	*Tickle Day* (poetry)
Amanda Graham	*Who Wants Arthur?*
Kevin Henkes	*Chrysanthemum*
Lillian Hoban	*Arthur*
Russell Hoban	Frances series
Cyd Hoff	*Danny and the Dinosaur*
Mary Hoffman	*Amazing Grace*
Lee Bennet Hopkins	*Poetry Time*
Gloria Houston	*The Year of the Perfect Christmas Tree*
Pat Hutchins	*Rosie's Walk*

APPENDIX B

Ezra Jack Keats ..... *The Snowy Day*

Steven Kellogg ..... *Library Lil*
Rudyard Kipling ..... *Just So Stories*
Robert Kraus ..... *Leo the Late Bloomer*
Leo Lionni ..... *Alexander and the Wind Up Mouse*
Myra Livingston ..... *Listen Children, Listen: An Anthology of Poems for the Very Young*
James Marshall ..... George and Martha books
Bill Martin, Jr. ..... *Brown Bear, Brown Bear*
Mercer Mayer ..... *Just Grandpa and Me*
Robert McCloskey ..... *Blueberries for Sal*
Robert McCloskey ..... *Make Way for Ducklings*
Patricia McKissack ..... *Flossie and the Fox*
Robert Munsch ..... *Love You Forever*
Laura Joffe Numeroff ..... *If You Give a Mouse a Cookie*
Peggy Parish ..... Amelia Bedelia books
Marcus Pfister ..... *The Rainbow Fish*
Watty Piper ..... *The Little Engine That Could*
Patricia Polacco ..... *Rechenka's Eggs*
Beatrix Potter ..... *The Tale of Peter Rabbit*
Laurence Pringle ..... *An Extraordinary Life: The Story of the Monarch Butterfly*
H. A. Rey ..... *Curious George*
Cynthia Rylant ..... *The Relatives Are Coming*
Maurice Sendak ..... *Where the Wild Things Are*
Marjorie Sharmat ..... *Gila Monsters Meet You at the Airport*
Seymour Simon ..... Non-fiction animal books
William Steig ..... *Sylvester and the Magic Pebble*
John Steptoe ..... *The Story of Jumping Mouse*
Chris Van Allsburg ..... *Jumanji*
Judith Viorst ..... *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
Bernard Waber ..... *Ira Sleeps Over*
Margery Williams ..... *The Velveteen Rabbit*
..... Caldecott winners (any selections)
..... Folk tales such as tall tales
..... *Mother Goose Nursery Rhymes*

Examples of Authors and Titles, Grades 3-5

Judy Blume ..... *Tales of a Fourth Grade Nothing*
Ashley Bryan ..... *The Dancing Granny* (poetry)
Frances Hodgson Burnett ..... *The Secret Garden*
Betsy Byars ..... *The Burning Questions of Bingo Brown*
Lynn Cherry ..... *A River Ran Wild*
Beverly Cleary ..... *Ralph S. Mouse*
Joanna Cole ..... *The Magic School Bus* series
Roald Dahl ..... *James and the Giant Peach*
Alice Dalgliesh ..... *The Courage Of Sarah Noble*
Tomie DePaola ..... *The Legend of the Bluebonnet*
Michael Dorris ..... *Morning Girl*
Sid Fleischman ..... *The Whipping Boy*
Esther Forbes ..... *Johnny Tremain*
Russell Freedman ..... *Children of the Wild West*
Jean Fritz ..... *The Double Life of Pocahontas*
John Reynolds Gardiner ..... *Stone Fox*
Jean Craighead George ..... *My Side of the Mountain*
Eloise Greenfield ..... *Honey, I Love and Other Poems*
James Howe ..... *Bunnicula*

Steven Kellogg ..... *Johnny Appleseed*
Lois Lowry ..... *Number the Stars*

Ann McGovern	*Wanted Dead or Alive: The True Story of Harriet Tubman*
Patricia McKissack	*Frederick Douglas: Leader Against Slavery*
Patricia McLachlan	*Sarah, Plain and Tall*
Scott O'Dell	*Island of the Blue Dolphins*
Patricia Polacco	*Pink and Say*
Jack Prelutsky	*The New Kid on the Block* (poetry)
Cynthia Rylant	*Appalachia: The Voices of Sleeping Birds*
Shel Silverstein	*Where the Sidewalk Ends* (poetry)
Seymour Simon	*Snakes*
Robert San Souci	*The Talking Eggs*
Doris Buchanan Smith	*A Taste of Blackberries*
Donald Sobol	Encyclopedia Brown series
Elizabeth George Speare	*The Sign of the Beaver*
Peter Spier	*We, The People*
Jerry Spinelli	*Maniac Magee*
Ann Turner	*Nettie's Trip South*
Chris Van Allsburg	*Polar Express*
Judith Viorst	*If I Were in Charge of the World* (poetry)
Gertrude Warner	*Boxcar Children* series
Kate Waters	*Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*
E. B. White	*Charlotte's Web*
Laura Ingalls Wilder	*The Little House on the Prairie* series
G. Clifton Wisler	*Mr. Lincoln's Drummer*
Jane Yolen	*The Devil's Arithmetic*
	Any Newbery Award winner or Honor Book

Examples of Authors and Titles, Grades 6-8

Lloyd Alexander	*The Black Cauldron*
Avi	*The True Confessions of Charlotte Doyle*
Ray Bradbury	*The Martian Chronicles*
Douglas Chadwick, Joel Sartore	*The Company We Keep: America's Endangered Species*
Pang-Mei Natasha Chang	*Bound Feet and Western Dress*
Susan Cooper	*The Grey King*
James Lincoln Collier	*My Brother Sam Is Dead*
Sara Corbett	*Venus to the Hoop*
Charles Dickens	*A Christmas Carol*
Stephen Dunning	*Reflections on a Gift of Watermelon Pickle* (poetry)
Paul Fleischman	*Joyful Noise: Poems for Two Voices*
Anne Frank	*The Diary of A Young Girl*
James Cross Giblin	*Charles A. Lindbergh: A Human Hero*
William Gibson	*The Miracle Worker* (drama)
Betty Greene	*The Summer of My German Soldier*
Virginia Hamilton	*M. C. Higgins The Great*
James Herriott	*All Creatures Great and Small*
S. E. Hinton	*The Outsiders*
Irene Hunt	*Across Five Aprils*
Brian Jacques	*Redwall*
Jack London	*The Call of the Wild*
Aldo Leopold	*Sand County Almanac*
C. S. Lewis	*The Chronicles of Narnia*
Lois Lowry	*The Giver*
Madeleine L'Engle	*A Wrinkle in Time*
Walter Dean Myers	*Scorpions*
Katherine Paterson	*The Great Gilly Hopkins*

Gary Paulsen ..... *Hatchet*

Edgar Allan Poe ..... *The Tell-Tale Heart*
Marjorie Rawlings ..... *The Yearling*
Wilson Rawls ..... *Where the Red Fern Grows*
Robert Service ..... *Collected Poems*
John Steinbeck ..... *The Red Pony*
Harriet Beecher Stowe ..... *Uncle Tom's Cabin*
Elizabeth George Speare ..... *The Witch of Blackbird Pond*
Mildred Taylor ..... *Roll of Thunder, Hear My Cry*
Theodore Taylor ..... *The Cay*
Mark Twain ..... *Tom Sawyer*
Jules Verne ..... *Journey to the Center of the Earth*
Cynthia Voigt ..... *Dicey's Song*
T. H. White ..... *The Once and Future King*
Paul Zindel ..... *Pigman*

Examples of Authors and Titles, Grades 9-12

Maya Angelou ..... *The Complete Collected Poems of Maya Angelou*
Jane Austen ..... *Pride and Prejudice*
James Baldwin ..... *Go Tell It on the Mountain!*
Imamu Amiri Baraka (L. Jones) ..... *Blues People* (poetry)
Jorge Luis Borges ..... *Ficciones*
Charlotte Bronte ..... *Jane Eyre*
Dee Alexander Brown ..... *Bury My Heart at Wounded Knee*
Pearl Buck ..... *The Good Earth*
Rachel Carson ..... *Silent Spring*
Agatha Christie ..... *The Orient Express*
Lucille Clifton ..... *The Book of Light* (poetry)
Joseph Conrad ..... *Lord Jim*
Stephen Crane ..... *The Red Badge of Courage*
Daniel Defoe ..... *Robinson Crusoe*
Annie Dillard ..... *Pilgrim at Tinker's Creek*
Fyodor Dostoevsky ..... *Crime and Punishment*
Rita Dove ..... *The Darker Face of Earth* (poetry)
Sir Arthur Conan Doyle ..... *The Hound of the Baskervilles*
Ralph Ellison ..... *Invisible Man*
Ralph Waldo Emerson ..... *Essays*
F. Scott Fitzgerald ..... *The Great Gatsby*
William Golding ..... *Lord of the Flies*
Nadine Gordimer ..... *Collected Stories*
Nathaniel Hawthorne ..... *The Scarlet Letter*
Ernest Hemingway ..... *The Old Man and the Sea*
Homer ..... *The Iliad*
Langston Hughes ..... *The Best of Simple*
Ted Hughes ..... *Birthday Letters* (poetry)
Victor Hugo ..... *Les Miserables*
Zora Neale Hurston ..... *The Complete Stories*
Henry James ..... *The Turn of the Screw*
Jack Kerouac ..... *On the Road*
Jamaica Kincaid ..... *Annie John*
Harper Lee ..... *To Kill a Mockingbird*
Gabriel García Márquez ..... *One Hundred Years of Solitude*
Herman Melville ..... *Billy Budd*
Arthur Miller ..... *The Crucible* (drama)
Toni Morrison ..... *Song of Solomon*

George Orwell.....*Animal Farm*
Mary Shelley.....*Frankenstein*

APPENDIX B

Leslie Marmon Silko.....*Ceremony*
Amy Tan.....*The Hundred Secret Senses*
Henry David Thoreau.....*Walden*
Mark Twain.....*A Connecticut Yankee in King Arthur's Court*
Derek Walcott.....*The Bounty* (poetry)
Alice Walker.....*By the Light of My Father's Smile*
Eudora Welty.....*One Writer's Beginnings*
Phillis Wheatley.....*The Collected Works of Phillis Wheatley* (poetry)
Tennessee Williams.....*The Glass Menagerie* (drama)
Richard Wright.....*Black Boy*

Alabama High School Graduation Requirements

(Alabama Administrative Code 290-3-1-02(8)(a) and (b)

1. COURSE REQUIREMENTS

The Alabama state courses of study shall be followed in determining minimum required content in each discipline. Students seeking the Alabama High School Diploma with Advanced Academic Endorsement shall complete advanced level work in the core curriculum.

	Alabama High School Diploma		Alabama High School Diploma with Advanced Academic Endorsement	
	Credits		Credits	
ENGLISH LANGUAGE ARTS		**4**		**4**
Four credits to include the equivalent of:				
English 9	1		1	
English 10	1		1	
English 11	1		1	
English 12	1		1	
MATHEMATICS		**4**		**4**
Four credits to include the equivalent of:				
Algebra I	1		1	
Geometry	1		1	
Algebra II with Trigonometry			1	
Mathematics Elective(s)	2		1	
SCIENCE		**4**		**4**
Four credits to include the equivalent of:				
Biology	1		1	
A physical science	1		1	
Science Electives	2		2	
SOCIAL STUDIES*		**4**		**4**
Four credits to include the equivalent of:				
Grade 9 Social Studies	1		1	
Grade 10 Social Studies	1		1	
Grade 11 Social Studies	1		1	
Grade 12 Social Studies	1		1	
PHYSICAL EDUCATION		**1**		**1**
HEALTH EDUCATION		**0.5**		**0.5**
ARTS EDUCATION		**0.5**		**0.5**
COMPUTER APPLICATIONS**		**0.5**		**0.5**
FOREIGN LANGUAGE***				**2**
ELECTIVES		**5.5**		**3.5**

Local boards shall offer foreign languages, fine arts, physical education, wellness education, career/technical education, and driver education as electives.

TOTAL CREDITS	**24**	**24**

* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

** May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the electives credits, making a total of six electives credits.

*** Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

APPENDIX C

Alabama High School Graduation Requirements (continued)

(Alabama Administrative Code 290-3-1-02(8)(g)

1. **COURSE REQUIREMENTS**

Effective for students with disabilities as defined by the Individuals with Disabilities Education Act (Public Law 101-476) who begin the tenth grade in the 1997-98 school year, students must earn the course credits outlined in Ala. Admin. Code r. 290-3-1-.02(8)(g)1. and successfully complete an approved occupational portfolio in order to be awarded the Alabama Occupational Diploma.

Alabama Occupational Diploma

	Credits	
ENGLISH LANGUAGE ARTS		4
Four credits to include the equivalent of:		
Employment English I	1	
Employment English II	1	
Employment English III	1	
Applied Employment English IV	1	
MATHEMATICS		4
Four credits to include the equivalent of:		
Job Skills Math I	1	
Job Skills Math II	1	
Job Skills Math III	1	
Applied Job Skills Math IV	1	
SCIENCE		4
Four credits to include the equivalent of:		
Life Skills Science I	1	
Life Skills Science II	1	
Life Skills Science III	1	
Applied Life Skills Science IV	1	
SOCIAL STUDIES		4
Four credits to include the equivalent of:		
Career Preparation I	1	
Career Preparation II	1	
Career Preparation III	1	
Applied Career Preparation IV	1	
CAREER/TECHNICAL EDUCATION		2
Cooperative Career/Technical Education*		1
HEALTH EDUCATION		0.5
PHYSICAL EDUCATION		1
ARTS EDUCATION		0.5
ELECTIVES		3

Existing laws require LEAs to offer arts education, physical education, wellness education, career/technical education, and driver education as electives.

TOTAL CREDITS	24

*May be a part of the two credits for Career/Technical Education. The designated one credit for Cooperative Education will then be added to the electives, making a total of four electives.

2. **ASSESSMENT REQUIREMENTS**

Complete successfully an approved Alabama Occupational Diploma Portfolio for graduation.

Guidelines and Suggestions for Local Time Requirements and Homework

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (§16-1-1 Code of Alabama).

Suggested Time Allotments for Grades 1 - 6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

Subject Area	Grades 1-3	Grades 4-6
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Computer Education	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily	10 minutes daily
Arts Education		
Dance Music Theatre Visual Arts	*Daily instruction with Arts specialists in each of the Arts disciplines is the most desirable schedule. However, schools unable to provide daily Arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute Arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for Arts instruction when Arts specialists are not available.*	

*Established by the State Department of Education in accordance with Ala. Code §16-40-1 (1975)

Kindergarten

In accordance with Alabama Administrative Code r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

In accordance with Ala. Admin. Code r. 290-5-1-.01(6), the official guide for program planning in kindergarten is *Alabama Kindergartens,* Bulletin 1987, No. 28. Criteria to be used in scheduling are listed on pages 45-46 of this guide. The full-day program should be organized utilizing large blocks of time for large group, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

Grades 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit and a minimum of 70 clock hours of instruction is required for one-half unit of credit.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

APPENDIX D

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have an understanding of homework objectives and their role in the total learning experience. Homework reflects practices that have been taught in the classroom and provides reinforcement and/or remediation for students. Homework should be student-managed, and the amount should be age-appropriate. Homework should encourage learning through problem solving and practice. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

All homework should be directed toward the attainment of effective language skills for comprehension and expression. At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate.

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GLOSSARY

Appreciation. Thoughtful awareness of value. Personal understanding and respect.

Approximate spellings. Young children's best efforts at correct or conventional spelling based on such aspects as sound and visual pattern.

Authentic experiences/activities. Those experiences and activities that either are genuine in purpose or that will actually be required in the world beyond the school so student work is meaningful and does not seem pointless or artificial. Examples would be writing letters to the editor or thank-you notes that are actually mailed as opposed to a contrived situation in which an audience is imagined, but the teacher is the only one who reads the message.

Big books. Enlarged/oversized children's books used for shared reading so that a group of students can see the words, the illustrations, and their relationship.

Choral reading. Oral reading done as a group. Frequently the material is poetry. Usually parts are assigned to sub-groups and individuals so that planned effects are created by matching voice pitch, tone, and volume with textual content.

Clustering. A brainstorming process used in prewriting that generates ideas about a stimulus word until a visual pattern suggests an organizational pattern. See *webbing/mapping*.

Cognitive process. Process by which readers, writers, and viewers actively construct meaning as they engage with printed or performed text by organizing, selecting, and connecting information, making inferences, and interpreting.

Constructing meaning. Engaging one's thinking or cognitive processes with written text, film/videos, speech, drama, or other presentations so that the expressions of another become meaningful to the reader, listener, or viewer. When an individual brings a unique set of experiences, vocabulary, understandings, connotations, and attitudes (prior knowledge) to the interpretation of an expression, that individual constructs a personal meaning that probably includes the basic intended "message" but also includes a somewhat unique sense of what is significant in the expression.

Context clues. Those clues to meaning provided by the context of an unfamiliar word. Generally clues to meaning provided by surrounding words; however, specific clues include (1) a familiar synonym within the sentence or in the previous or succeeding sentence; (2) a familiar antonym in the sentence or nearby; and (3) an actual explanation or definition provided in an appositive, clause, or sentence that follows.

Conventions of writing. Usually spelling, punctuation, indentation, and placement or arrangement of parts of a letter such as inside address and closing; sometimes used in a broader sense to include grammar and usage.

Critical reading. Questioning assumptions, exploring perspectives, and critiquing as one reads.

Critical thinking. The thought processes characteristic of criticism, creativity, and logic in reading or in contemplating the content of various disciplines.

Curriculum. The content of a program of studies; often includes sequence of courses. May be used to refer to a single subject area or the entire body of studies or knowledge through the years.

GLOSSARY

Decodable books/text. Books written specifically for students to practice sound-symbol relationships rather than to enjoy the story, character, or ideas.

Denouement. The solution or unraveling of the plot of a novel or play. Common usage equates it with the conclusion of any narrative sequence of events.

Etymology. The origin and development of a word or linguistic form, shown by determining its basic elements, earliest known use, and changes in form or meaning and tracing its movement from one language to another. (Also, the branch of linguistics that deals with etymologies.)

Expository text. Writing that provides information by exposing details, explaining, or elucidating. Expository text is normally associated with subject-area textbooks (textual writing) or essays.

Functional. Having the characteristics of writing associated with practical, informational written materials such as newspapers and directions. Often a response to the reading is required, or a needed action depends upon comprehending the functional text.

Genre. The specific category of written works in which any selection would fall based on characteristics. Traditional categories are poetry, novels, short stories, drama, and prose. Current usage sometimes includes other overlapping classifications such as science fiction, non-fiction, biography, and fables.

Grammar. The means by which the different components of language are regularly put together in groups of sounds and written symbols so that ideas, feelings, and images can be communicated. The study of, or collection of, facts about the regular structure of sentences in a particular language. Sometimes grammar is used to include what is more commonly considered usage (word form, word choice, and pronunciation).

Graphophonemic. Pertaining to the complex relationships between the letters, letter shapes, and spelling patterns (graphic representation) and the sounds of a language (phonological representation).

Guided reading. Reading that occurs in an instructional setting with a group or an individual when the primary purpose is providing instruction in specific aspects of reading such as phrasing, pronunciation, and predicting outcomes.

High-frequency words. Those words frequently occurring in any writing, regardless of author or topic, including *the, an, and, of, when*, and *before*. Thus, most of them are included among the sight words taught in the beginning grades over and above phonetic analysis, structural analysis, language experience, or other components of reading instruction.

Holistic. Perceived in a global fashion. Of the whole, synthesized from many aspects. In holistic scoring of writing, the composition is not judged by the average of separate judgments of the parts but by the complete impression made by the whole composition consisting of its various aspects.

Integrated (as in *integrated language arts*). Presented so that the relationships among components become evident. In language arts, showing or understanding the mutual, reinforcing process among listening, speaking, reading, writing, viewing, and presenting as opposed to studying in isolation without using the reinforcing relationships.

I-search. An informal research paper that is based on autobiographical information.

Jargon. The specialized vocabulary of a particular group, trade, or profession; therefore, often meaningless to one outside that group.

Kinesthetic. Through the use of movement. A learning style.

GLOSSARY

Language experience. One approach to teaching reading or a part of reading instruction that is based on students' own production of the writing to be read. The "text" is frequently created by a group based on oral production of a narrative with the teacher serving as scribe at a flip chart. As instruction proceeds, students may write individual compositions that they read aloud to the teacher and/or classmates, or these may be copied onto a flip chart. The concept is based on the premise that students have a larger speaking vocabulary than reading vocabulary. As students see their own words and those of classmates written and soon thereafter hear them read, their reading vocabulary and comprehension grow. In the early stages, the concept is established or reinforced that writing is speech that has been written down.

Learning logs. A record of thinking or experimenting. May be used in various disciplines. A literature response journal is one type of learning log.

Literacy. Traditionally used to refer to the ability to read or to read and write. Current usage, broader and more demanding, includes the ability to accomplish a wide range of reading, writing, speaking, and viewing tasks.

Mechanics. Capitalization and punctuation.

Media. The various physical means through which information is communicated including newspapers, film, books, and television. Also the means by which aesthetic forms are created such as oil painting, sculpture, and silkscreen.

Metacognitive process. Thinking that is a self-examination, sometimes evaluative. Specific processes include *thinking about one's thinking*; *recognizing why, how, or that one knows*; *analyzing one's studying process*; and *asking and answering clarifying questions as one reads.*

Mnemonic devices. Techniques for remembering.

Mode. A category based on characteristics of purpose and organization. Four common writing modes are narrative, which tells a story chronologically; descriptive, which expresses the nature or image of something or someone with several optional patterns; expository, which explains a position on an issue, explains a process, or reveals the facts about a topic; and persuasive, which attempts to influence the reader to agree with the position taken. Persuasive writing is usually a specialized type of expository writing. A composition in any mode may have qualities primarily associated with any other(s) and is classified by its primary purpose and characteristics.

Modeling. Setting an example, e.g., the teacher writes when students are asked to write. Explaining by showing or expressing detailed mental processes, e.g., the teacher or a student describes in detail the mental operations or steps involved when a main idea is determined.

Morpheme. The smallest meaningful unit in language. In the word *dog*, *dog* is a morpheme; in the word *looked*, *ed* is a morpheme.

Multicultural literature. A collection of literature that together represents a variety of cultures. Less frequently used to describe a single work that represents various cultures.

Multiple intelligences. Theory of intelligence developed in the mid-1980's by Howard Gardner. In the theory, Gardner defines intelligence as "the ability to solve problems or fashion products that are valued in at least one culture." The theory dispels the notion that I.Q. is fixed and promotes the idea that intelligence is situational. Gardner states that everyone possesses the eight intelligences defined by the theory in different proportions. Teachers who use this theory strive to present content in ways that tap all eight intelligences: linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal, environmental. The theory of multiple intelligences suggests that there are different ways to "be smart."

Nominative absolute. A part of a sentence that is unconnected grammatically to the rest of the sentence and consists of a noun and a participial phrase. This structure is not frequently used but is considered to be correct. An example is, *The bait being back in the tent, we weren't able to fish.*

On-and-ons or **on-and-on sentences**. Sentences that have multiple clauses joined simply by *and, but,* or *so*. They are different from run-ons in that, if punctuated correctly, they would still be immature and ineffective. An example is, *We went to grandma's, and we went fishing, and we caught lots of fish, but we didn't keep them, so we ate something else, and we came back home.*

Phonemes. The smallest segments of sounds in the English language such as the *s* sound in *swim* or the *i* sound in *bite*.

Phonemic awareness. Familiarity with the separate sounds in a language.

Phonics. A method of reading instruction or a part of reading instruction that teaches students to associate the sounds of speech with the letters, letter combinations, and patterns of letters in print.

Portfolio. In language classes, writing folders containing representative pieces of writing over time. The contents are governed by a set of criteria including student involvement in adding, discarding, and grading pieces; regularly used in student-teacher conferences.

Predictable books. Children's books in which a sequence of events or pronunciation of a word can be predicted by patterns of rhyme, rhythm, or repetition.

Reader's Theatre. Dramatic oral readings of literature, such as poems or stories, that sometime include music and/or very simple props or lighting.

Recreational. Having the nature of writings commonly read for pleasure or pastime such as short stories, novels, poetry, or certain types of magazines.

GLOSSARY

Recursive. Circular; requiring or inviting the returning to a previous step.

Response journals/literary response journals. Types of learning logs. These may be of two kinds. The response journal most frequently refers to a journal developed through periodic activities designed to get ideas about various topics on paper. The literary response journal is for recording ideas and/or feelings while reading or immediately afterwards. These may be free responses; or the teacher may provide specific questions, topics, or issues.

Risk-taking. Stretching one's ability by attempting to use language in ways beyond what has received significant amounts of classroom instruction. Examples: selecting books with readability beyond a student's independent level; using quotation marks in narrative dialogue before instruction is provided in punctuating direct quotations; using more difficult words in compositions rather than simple ones the student knows how to spell.

Rubric. A set of descriptions of quality or several degrees of achievement by which something is judged. In evaluating compositions, a rubric might describe what 1, 2, 3, and 4 papers are like; in a classroom presentation, a rubric might describe the qualities of superior, adequate, poor, and unsatisfactory presentations.

Scribbling. Children's first efforts at approximating writing.

Semantic. Having to do with meaning.

Shared reading. An activity in which students see the text while a fluent reader (usually the teacher) reads with expression. Students are invited to join in the reading.

Stream-of-consciousness writing. Writing characterized by the technique of first-person narration that moves as one continuous series of events rather than discrete events. Often something in one part of the sequence will elicit discussion of the next part so that they are all connected by remembrance of related incidents or ideas.

Stringy sentences. See *on-and-ons*.

Structural analysis. Study of the aspects of a word that relate to its parts, e.g., prefixes, root words, and syllables.

Syntactic cues. Clues to word meaning gained from the arrangement or order of words.

Syntax. The grammatical structure of a sentence. Placement and order of sentence parts.

Textual. Having the nature of writing common to subject-area textbooks. Having expository characteristics associated with subject areas.

Thesis. An introductory statement that summarizes the content of an essay or term paper by stating the conclusion or main idea to be developed. Example: A complete college education includes much more than academics alone.

Tracking print. Following the path of the eye with a finger on the printed page.

Trade books. Books published for distribution to the general public through booksellers as distinguished from textbooks or limited editions. Contemporary novels, as distinguished from classics, that are popular among students.

Traditional school grammar. Grammar influenced more by Latin-based rules than by rules developed from usage; more prescriptive than descriptive. Traditional school grammar does not reflect modern linguistics, transformational grammar, or other grammars that are more descriptive of educated usage than prescriptive.

Usage. The way the language of a speech community is actually used by its members. The conventions of word choice and word form rather than the conventions of agreement or sentence structure, which are usually considered to be grammar. Some use either term to include the other. In this document, a distinction is made between the two terms.

Webbing/mapping. Making a graphic depiction of the content and organization of a paragraph, essay, or speech; for example, a circle in the center might contain the main topic, while smaller circles around and connected to the center identify the sub-topics. Mapping or webbing may be done as planning for writing or as analysis of an existing composition. (This mapping of the structure of primary topics may continue as long as details of any topic are given in the writing; thus, it may resemble a web in a complex composition.) See *clustering*.

Word bank/word wall. A list or collection of words made by an individual or a group. These lists may be of two kinds. The most common is a list of words made as a prewriting experience in which all words related to the topic that come to mind are listed and then categorized. The other list consists of words the individual has checked in a dictionary because they were unfamiliar. It functions as a short personalized dictionary.

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